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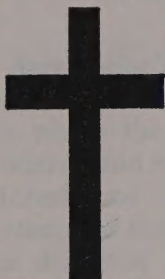
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SCHOOL OF THEOLOGY
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BULLETIN 26 -

JUNE 1964-70

THE AMERICAN
ASSOCIATION OF THEOLOGICAL
SCHOOLS

IN THE UNITED STATES AND CANADA



934 Third National Building

Dayton, Ohio 45402

Preface

In the certificate of incorporation, the most significant words used to describe the purpose of this Association read "to promote the improvement of theological education." Since 1918 this organization and the conference which preceded it have provided a meeting place for the discussion of problems relating to theological schools and their work, and since 1938 maintained a list of institutions accredited on the basis of standards set by the Association. The AATS is the body recognized by the National Commission on Accrediting as the agency for the accreditation of graduate schools in which students are prepared for Christian ministries. From the beginning it has included schools (colleges) in both Canada and the United States.

Its membership, described in the constitution on pp. 49-55, consists presently of 90 accredited and 37 associate schools. Most of the schools in the U.S.A. and a majority of those in Canada which require for admission an A.B. or its equivalent from an accredited college belong to the Association.

This bulletin is the Association's handbook. In Part I are (a) the lists of members, officers, and members of the various commissions by which the Association carries on its business, (b) its standards and various statements about matters of common interest, and (c) its constitution and bylaws. Part II is the record of the twenty-fourth biennial meeting. The addresses delivered at this meeting will be published in the autumn number of the Association's quarterly journal.

"To promote the improvement of theological education," as will appear from a study of these documents, is a complex, difficult, never-ending, constantly changing enterprise. The work will best be forwarded by those who understand it well. The Association therefore seeks wide circulation of this bulletin and its other published or mimeographed materials, copies of which may be obtained by addressing

The American Association of Theological Schools
in the United States and Canada
934 Third National Building
Dayton, Ohio 45402

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PART I
HANDBOOK OF THE AATS

THE LIBRARY

*Insert in AATS BULLETIN 26
to replace p. 1 beginning para. 2 to p. 4*

AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS ACCREDITED MEMBERS

December 11, 1964

Accredited members are those schools recommended by the Commission on Accrediting after due examination of their academic standards in the light of the Association's standards for accrediting and elected by the Association.

The letter "N" appended to the name and address of an institution with a number following refers to a notation for the meaning of which the list on pp. 15-19 may be consulted.

The list of accredited seminaries is subject to change yearly. The accredited members of the American Association of Theological Schools, as of December 11, 1964, are as follows:

Andover Newton Theological School, Newton Centre, Massachusetts

Asbury Theological Seminary, Wilmore, Kentucky

Austin Presbyterian Theological Seminary, Austin, Texas

Berkeley Baptist Divinity School, Berkeley, California

Berkeley Divinity School, New Haven, Connecticut

Bethany Theological Seminary, Oak Brook, Illinois

Bexley Hall, Gambier, Ohio N9.1

Biblical Seminary in New York, New York, N.Y. N4.2

Boston University School of Theology, Boston, Massachusetts

Brite Divinity School of Texas Christian University, Fort Worth, Texas

California Baptist Theological Seminary, Covina, California

Calvin Theological Seminary, Grand Rapids, Michigan N9.3

Candler School of Theology of Emory University, Atlanta, Georgia

Central Baptist Theological Seminary, Kansas City, Kansas

(Chicago) Lutheran School of Theology at Chicago, Chicago,

Illinois (Educational program at Maywood and Rock Island)

Chicago Theological Seminary, Chicago, Illinois

Christian Theological Seminary, Indianapolis, Indiana

Church Divinity School of the Pacific, Berkeley, California

Colgate Rochester Divinity School, Rochester, New York

College of the Bible, Lexington, Kentucky

Columbia Theological Seminary, Decatur, Georgia

Concordia Seminary, St. Louis, Missouri N5.3
 Crozer Theological Seminary, Chester, Pennsylvania
 Drake University Divinity School, Des Moines, Iowa
 Drew University Theological School, Madison, New Jersey
 Duke University Divinity School, Durham, North Carolina
 Eastern Baptist Theological Seminary, Philadelphia, Pennsylvania
 Eden Theological Seminary, Webster Groves, Missouri
 Emmanuel College of Victoria University, Toronto, Ont., Canada N1.1
 Episcopal Theological School, Cambridge, Massachusetts
 Episcopal Theological Seminary of the Southwest, Austin, Texas
 Evangelical Lutheran Theological Seminary, Columbus, Ohio
 Evangelical Theological Seminary, Naperville, Illinois
 Fuller Theological Seminary, Pasadena, California
 Garrett Theological Seminary, Evanston, Illinois
 General Theological Seminary, New York, N.Y.
 (Gettysburg) Lutheran Theological Seminary, Gettysburg, Pennsylvania
 Golden Gate Baptist Theological Seminary, Mill Valley, California N1.1
 Goshen College Biblical Seminary, Goshen, Indiana N1.2
 Hama Divinity School of Wittenberg University, Springfield, Ohio
 Hartford Theological Seminary, Hartford, Connecticut
 Harvard Divinity School, Cambridge, Massachusetts
 Howard University School of Religion, Washington, D.C. N1.2
 Iliff School of Theology, Denver, Colorado
 Interdenominational Theological Center, Atlanta, Georgia N1.2
 Knox College, Toronto, Ont., Canada N1.1
 Lancaster Theological Seminary, Lancaster, Pennsylvania
 Louisville Presbyterian Theological Seminary, Louisville, Kentucky
 Luther Theological Seminary, St. Paul, Minnesota
 Lutheran Theological Southern Seminary, Columbia, South Carolina
 McCormick Theological Seminary, Chicago, Illinois
 McGill University Faculty of Divinity, Montreal, P.Q., Canada N1.1
 McMaster Divinity College, Hamilton, Ont., Canada

Meadville Theological School, Chicago, Illinois
 Mennonite Biblical Seminary, Elkhart, Indiana N4.7
 Midwestern Baptist Theological Seminary, Kansas City,
 Missouri N4.8, 6.1
 Moravian Theological Seminary, Bethlehem, Pennsylvania
 N4.1
 Nashotah House, Nashotah, Wisconsin N1.1
 New Brunswick Theological Seminary, New Brunswick,
 New Jersey
 New Orleans Baptist Theological Seminary School of
 Theology, New Orleans, Louisiana N1.1, 4.2
 North Park Theological Seminary, Chicago, Illinois
 Northwestern Lutheran Theological Seminary, Minneapolis,
 Minnesota N1.1
 Oberlin College Graduate School of Theology, Oberlin, Ohio
 Pacific School of Religion, Berkeley, California
 Perkins School of Theology of Southern Methodist Uni-
 versity, Dallas, Texas
 (Philadelphia) Divinity School of the Protestant Episcopal
 Church in Philadelphia, Philadelphia, Pennsylvania
 (Philadelphia) Lutheran Theological Seminary at Phila-
 delphia, Philadelphia, Pennsylvania
 Phillips University Graduate Seminary, Enid, Oklahoma
 Pittsburgh Theological Seminary, Pittsburgh, Pennsylvania
 Princeton Theological Seminary, Princeton, New Jersey
 Saint Paul School of Theology—Methodist, Kansas City,
 Missouri
 San Francisco Theological Seminary, San Anselmo, Cali-
 fornia
 School of Theology at Claremont, Claremont, California
 N11.1
 Seabury-Western Theological Seminary, Evanston, Illinois
 N1.1
 Southeastern Baptist Theological Seminary, Wake Forest,
 North Carolina N1.1
 Southern Baptist Theological Seminary, Louisville, Kentucky
 Southwestern Baptist Theological Seminary School of
 Theology, Fort Worth, Texas N1.1, 4.2
 Trinity College Faculty of Divinity, Toronto, Ont., Canada
 N9.2, 9.3
 Union Theological Seminary, New York, N.Y.
 Union Theological Seminary in Virginia, Richmond, Vir-
 ginia

United Theological Seminary, Dayton, Ohio
University of Chicago Divinity School, Chicago, Illinois
University of Dubuque Theological Seminary, Dubuque, Iowa
University of the South School of Theology, Sewanee, Tennessee
Vanderbilt University Divinity School, Nashville, Tennessee
(Virginia) Protestant Episcopal Theological Seminary in
Virginia, Alexandria, Virginia
Wartburg Theological Seminary, Dubuque, Iowa
Wesley Theological Seminary, Washington, D.C.
Western Theological Seminary, Holland, Michigan
Yale University Divinity School, New Haven, Connecticut

MEMBERSHIP OF THE ASSOCIATION

The American Association of Theological Schools, an association of institutions devoted to education for the Christian ministry, has two classes of members: accredited and associate. Institutions should indicate in their catalogues, bulletins, and publicity the exact type of membership which they hold.

ACCREDITED MEMBERS

Accredited members are those schools recommended by the Commission on Accrediting after due examination of their academic standards in the light of the Association's standards for accrediting and elected by the Association.

The letter "N" appended to the name and address of an institution with a number following refers to a notation for the meaning of which the list on pp. 15-19 may be consulted.

The list of accredited seminaries is subject to change yearly. For the latest information one should write to the Executive Director.

The accredited members of the American Association of Theological Schools, as of July 1, 1964, are as follows:

- Andover Newton Theological School, Newton Centre, Massachusetts
- Asbury Theological Seminary, Wilmore, Kentucky
- Austin Presbyterian Theological Seminary, Austin, Texas
- Berkeley Baptist Divinity School, Berkeley, California
- Berkeley Divinity School, New Haven, Connecticut
- Bethany Theological Seminary, Oak Brook, Illinois
- Bexley Hall, Gambier, Ohio N1.1, 9.1
- Biblical Seminary in New York, New York, N.Y. N5.2
- Boston University School of Theology, Boston, Massachusetts
- Brite Divinity School of Texas Christian University, Fort Worth, Texas
- California Baptist Theological Seminary, Covina, California N1.2
- Calvin Theological Seminary, Grand Rapids, Michigan N9.3
- Candler School of Theology of Emory University, Atlanta, Georgia
- Central Baptist Theological Seminary, Kansas City, Kansas
- (Chicago) Lutheran School of Theology at Chicago, Chicago, Illinois (Educational program at Maywood and Rock Island)
- Chicago Theological Seminary, Chicago, Illinois

Christian Theological Seminary, Indianapolis, Indiana
 Church Divinity School of the Pacific, Berkeley, California
 Colgate Rochester Divinity School, Rochester, New York
 College of the Bible, Lexington, Kentucky
 Columbia Theological Seminary, Decatur, Georgia
 Concordia Seminary, St. Louis, Missouri N5.3
 Crozer Theological Seminary, Chester, Pennsylvania
 Drake University Divinity School, Des Moines, Iowa
 Drew University Theological School, Madison, New Jersey
 Duke University Divinity School, Durham, North Carolina
 Eastern Baptist Theological Seminary, Philadelphia, Pennsylvania
 Eden Theological Seminary, Webster Groves, Missouri
 Emmanuel College of Victoria University, Toronto, Ont.,
 Canada N1.1
 Episcopal Theological School, Cambridge, Massachusetts
 Episcopal Theological Seminary of the Southwest, Austin,
 Texas N1.1
 Evangelical Lutheran Theological Seminary, Columbus, Ohio
 Evangelical Theological Seminary, Naperville, Illinois
 Fuller Theological Seminary, Pasadena, California
 Garrett Theological Seminary, Evanston, Illinois
 General Theological Seminary, New York, N.Y.
 (Gettysburg) Lutheran Theological Seminary, Gettysburg,
 Pennsylvania
 Golden Gate Baptist Theological Seminary, Mill Valley,
 California
 Goshen College Biblical Seminary, Goshen, Indiana N4.1
 Hama Divinity School of Wittenberg University, Spring-
 field, Ohio
 Hartford Theological Seminary, Hartford, Connecticut
 Harvard Divinity School, Cambridge, Massachusetts
 Howard University School of Religion, Washington, D.C.
 Iliff School of Theology, Denver, Colorado
 Interdenominational Theological Center, Atlanta, Georgia
 Knox College, Toronto, Ont., Canada
 Lancaster Theological Seminary, Lancaster, Pennsylvania
 Louisville Presbyterian Theological Seminary, Louisville,
 Kentucky
 Luther Theological Seminary, St. Paul, Minnesota
 Lutheran Theological Southern Seminary, Columbia, South
 Carolina
 McCormick Theological Seminary, Chicago, Illinois

McGill University Faculty of Divinity, Montreal, P.Q.
 Canada N1.1
 McMaster Divinity College, Hamilton, Ont., Canada N1.1
 Meadville Theological School, Chicago, Illinois
 Mennonite Biblical Seminary, Elkhart, Indiana N4.7
 Midwestern Baptist Theological Seminary, Kansas City,
 Missouri N4.8, 6.1
 Moravian Theological Seminary, Bethlehem, Pennsylvania
 N4.1
 Nashotah House, Nashotah, Wisconsin
 New Brunswick Theological Seminary, New Brunswick,
 New Jersey
 New Orleans Baptist Theological Seminary School of
 Theology, New Orleans, Louisiana N4.2
 North Park Theological Seminary, Chicago, Illinois
 Northwestern Lutheran Theological Seminary, Minneapolis,
 Minnesota
 Oberlin College Graduate School of Theology, Oberlin, Ohio
 Pacific School of Religion, Berkeley, California
 Perkins School of Theology of Southern Methodist Uni-
 versity, Dallas, Texas
 (Philadelphia) Divinity School of the Protestant Episcopal
 Church in Philadelphia, Philadelphia, Pennsylvania
 (Philadelphia) Lutheran Theological Seminary at Phila-
 delphia, Philadelphia, Pennsylvania
 Phillips University Graduate Seminary, Enid, Oklahoma
 Pittsburgh Theological Seminary, Pittsburgh, Pennsylvania
 Princeton Theological Seminary, Princeton, New Jersey
 Saint Paul School of Theology—Methodist, Kansas City,
 Missouri
 San Francisco Theological Seminary, San Anselmo, Cali-
 fornia
 School of Theology at Claremont, Claremont, California
 N11.1
 Seabury-Western Theological Seminary, Evanston, Illinois
 Southeastern Baptist Theological Seminary, Wake Forest,
 North Carolina
 Southern Baptist Theological Seminary, Louisville, Kentucky
 Southwestern Baptist Theological Seminary School of
 Theology, Fort Worth, Texas N1.1, 4.2
 Trinity College Faculty of Divinity, Toronto, Ont., Canada
 N9.2, 9.3
 Union Theological Seminary, New York, N.Y.

Union Theological Seminary in Virginia, Richmond, Virginia
 United Theological Seminary, Dayton, Ohio
 University of Chicago Divinity School, Chicago, Illinois
 University of Dubuque Theological Seminary, Dubuque, Iowa
 University of the South School of Theology, Sewanee, Tennessee
 Vanderbilt University Divinity School, Nashville, Tennessee
 (Virginia) Protestant Episcopal Theological Seminary in Virginia, Alexandria, Virginia
 Wartburg Theological Seminary, Dubuque, Iowa
 Wesley Theological Seminary, Washington, D.C.
 Western Theological Seminary, Holland, Michigan
 Yale University Divinity School, New Haven, Connecticut

ASSOCIATE MEMBERS

Associate members are those institutions in the United States and Canada, which, although not accredited, have met the conditions prescribed by the Association, have been proposed for associate membership by the Executive Committee, and have been elected by the Association. Those conditions are listed on p. 20.

The list of associate members of the American Association of Theological Schools, as of July 1, 1964, is as follows:

Acadia University School of Theology, Wolfville, N.S., Canada
 Anderson College and Theological Seminary School of Theology, Anderson, Indiana
 Anglican Theological College of British Columbia, Vancouver, B.C., Canada
 Bangor Theological Seminary, Bangor, Maine
 Bethel Theological Seminary, St. Paul, Minnesota
 Central Lutheran Theological Seminary, Fremont, Nebraska
 Concordia Theological Seminary, Springfield, Illinois
 Conservative Baptist Theological Seminary, Denver, Colorado
 Crane Theological School of Tufts University, Medford, Massachusetts
 Cumberland Presbyterian Theological Seminary, Memphis, Tennessee
 Erskine Theological Seminary, Due West, South Carolina
 Evangelical Seminary of Puerto Rico, San Juan, Puerto Rico
 Gordon Divinity School, Wenham, Massachusetts
 Hood Theological Seminary, Salisbury, North Carolina

Huron College Faculty of Theology, London, Ont., Canada
 Johnson C. Smith University Theological Seminary, Charlotte, North Carolina
 Methodist Theological School in Ohio, Delaware, Ohio
 Nazarene Theological Seminary, Kansas City, Missouri
 New Church Theological School, Cambridge, Massachusetts
 North American Baptist Seminary, Sioux Falls, South Dakota
 Northern Baptist Theological Seminary, Oak Brook, Illinois
 Pacific Lutheran Theological Seminary, Berkeley, California
 Payne Theological Seminary, Wilberforce, Ohio
 Pine Hill Divinity Hall, Halifax, N.S., Canada
 Presbyterian College, Montreal, P.Q., Canada
 Queen's Theological College, Kingston, Ont., Canada
 St. John's College Faculty of Theology, Winnipeg, Man., Canada
 St. Lawrence University Theological School, Canton, New York
 St. Stephen's College, Edmonton, Alta., Canada
 Seventh-day Adventist Theological Seminary of Andrews University, Berrien Springs, Michigan
 Starr King School for the Ministry, Berkeley, California
 Union College of British Columbia, Vancouver, B.C., Canada
 United College, Winnipeg, Man., Canada
 United Theological Seminary of the Twin Cities, New Brighton, Minnesota
 Virginia Union University School of Religion, Richmond, Virginia
 Waterloo Lutheran Theological Seminary, Waterloo, Ont., Canada
 Wycliffe College, Toronto, Ont., Canada

GEOGRAPHICAL LIST OF MEMBERS

CANADA

Acadia University School of Theology, Wolfville, N.S.
 Anglican Theological College of British Columbia, Vancouver, B.C.
 Emmanuel College of Victoria University, Toronto, Ont.
 Huron College Faculty of Theology, London, Ont.
 Knox College, Toronto, Ont.
 McGill University Faculty of Divinity, Montreal, P.Q.
 McMaster Divinity College, Hamilton, Ont.
 Pine Hill Divinity Hall, Halifax, N.S.

Presbyterian College, Montreal, P.Q.
Queen's Theological College, Kingston, Ont.
St. John's College Faculty of Theology, Winnipeg, Man.
St. Stephen's College, Edmonton, Alta.
Trinity College Faculty of Divinity, Toronto, Ont.
Union College of British Columbia, Vancouver, B.C.
United College Faculty of Theology, Winnipeg, Man.
Waterloo Lutheran Theological Seminary, Waterloo,
Ont.
Wycliffe College, Toronto, Ont.

PUERTO RICO

Evangelical Seminary of Puerto Rico, San Juan

UNITED STATES OF AMERICA

California

Berkeley Baptist Divinity School, Berkeley
California Baptist Theological Seminary, Covina
Church Divinity School of the Pacific, Berkeley
Fuller Theological Seminary, Pasadena
Golden Gate Baptist Theological Seminary, Mill Valley
Pacific School of Religion, Berkeley
Pacific Lutheran Theological Seminary, Berkeley
San Francisco Theological Seminary, San Anselmo
School of Theology at Claremont, Claremont
Starr King School for the Ministry, Berkeley

Colorado

Conservative Baptist Theological Seminary, Denver
Iliff School of Theology, Denver

Connecticut

Berkeley Divinity School, New Haven
Hartford Theological Seminary, Hartford
Yale University Divinity School, New Haven

District of Columbia

Howard University School of Religion, Washington
Wesley Theological Seminary, Washington

Georgia

Candler School of Theology of Emory University, At-
lanta
Columbia Theological Seminary, Decatur
Interdenominational Theological Center, Atlanta

Illinois

Bethany Theological Seminary, Oak Brook
(Chicago) Lutheran School of Theology at Chicago,
Chicago (Educational program at Maywood and
Rock Island)

Chicago Theological Seminary, Chicago
Concordia Theological Seminary, Springfield
Evangelical Theological Seminary, Naperville
Garrett Theological Seminary, Evanston
McCormick Theological Seminary, Chicago
Meadville Theological School, Chicago
North Park Theological Seminary, Chicago
Northern Baptist Theological Seminary, Oak Brook
Seabury-Western Theological Seminary, Evanston
University of Chicago Divinity School, Chicago

Indiana

Anderson College and Theological Seminary School of
Theology, Anderson
Christian Theological Seminary, Indianapolis
Goshen College Biblical Seminary, Goshen
Mennonite Biblical Seminary, Elkhart

Iowa

Drake University Divinity School, Des Moines
University of Dubuque Theological Seminary, Dubuque
Wartburg Theological Seminary, Dubuque

Kansas

Central Baptist Theological Seminary, Kansas City

Kentucky

Asbury Theological Seminary, Wilmore
College of the Bible, Lexington
Louisville Presbyterian Theological Seminary, Louisville
Southern Baptist Theological Seminary, Louisville

Louisiana

New Orleans Baptist Theological Seminary School of
Theology, New Orleans

Maine

Bangor Theological Seminary, Bangor

Massachusetts

Andover Newton Theological School, Newton Centre
Boston University School of Theology, Boston
Crane Theological School of Tufts University, Medford
Episcopal Theological School, Cambridge
Gordon Divinity School, Wenham
Harvard Divinity School, Cambridge
New Church Theological School, Cambridge

Michigan

Calvin Theological Seminary, Grand Rapids
Seventh-day Adventist Theological Seminary of
Andrews University, Berrien Springs
Western Theological Seminary, Holland

Minnesota

Bethel Theological Seminary, St. Paul
Luther Theological Seminary, St. Paul
Northwestern Lutheran Theological Seminary, Minneapolis
United Theological Seminary of the Twin Cities, New Brighton

Missouri

Concordia Seminary, St. Louis
Eden Theological Seminary, Webster Groves
Midwestern Baptist Theological Seminary, Kansas City
Nazarene Theological Seminary, Kansas City
Saint Paul School of Theology-Methodist, Kansas City

Nebraska

Central Lutheran Theological Seminary, Fremont

New Jersey

Drew University Theological School, Madison
New Brunswick Theological Seminary, New Brunswick
Princeton Theological Seminary, Princeton

New York

Biblical Seminary in New York, New York
Colgate Rochester Divinity School, Rochester
General Theological Seminary, New York
St. Lawrence University Theological School, Canton
Union Theological Seminary, New York

North Carolina

Duke University Divinity School, Durham
Hood Theological Seminary, Salisbury
Johnson C. Smith University Theological Seminary,
Charlotte
Southeastern Baptist Theological Seminary, Wake
Forest

Ohio

Bexley Hall, Gambier
Evangelical Lutheran Theological Seminary, Columbus
Hamma Divinity School of Wittenburg University,
Springfield
Methodist Theological School in Ohio, Delaware
Oberlin College Graduate School of Theology, Oberlin
Payne Theological Seminary, Wilberforce
United Theological Seminary, Dayton

Oklahoma

Phillips University Graduate Seminary, Enid

Pennsylvania

Crozer Theological Seminary, Chester
Eastern Baptist Theological Seminary, Philadelphia
(Gettysburg) Lutheran Theological Seminary, Gettys-
burg
Lancaster Theological Seminary, Lancaster
Moravian Theological Seminary, Bethlehem
(Philadelphia) Divinity School of the Protestant Epis-
copal Church, Philadelphia
(Philadelphia) Lutheran Theological Seminary at
Philadelphia, Philadelphia
Pittsburgh Theological Seminary, Pittsburgh

South Carolina

Erskine Theological Seminary, Due West
Lutheran Theological Southern Seminary, Columbia

South Dakota

North American Baptist Seminary, Sioux Falls

Tennessee

Cumberland Presbyterian Theological Seminary, Mem-
phis

University of the South School of Theology, Sewanee
Vanderbilt University Divinity School, Nashville

Texas

Austin Presbyterian Theological Seminary, Austin
Brite Divinity School of Texas Christian University,
Fort Worth
Episcopal Theological Seminary of the Southwest,
Austin
Perkins School of Theology of Southern Methodist Uni-
versity, Dallas
Southwestern Baptist Theological Seminary School of
Theology, Fort Worth

Virginia

(Virginia) Protestant Episcopal Theological Seminary
in Virginia, Alexandria
Union Theological Seminary in Virginia, Richmond
Virginia Union University School of Religion, Richmond

Wisconsin

Nashotah House, Nashotah

STATISTICS

ENROLLMENT

	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63
Accredited						
Schools	16,481	17,554	18,105	17,229	17,591	17,164
Associate						
Member Schools	4,073	3,146	2,983	2,747	2,875	2,722
TOTALS	20,554	20,700	21,088	19,976	20,466	19,886

GRADUATES IN 1963

	<i>B.D.</i> <i>S.T.B.</i>	<i>M.R.E.</i>	<i>M.A.</i> <i>Th.M.</i>	<i>Ph.D.</i> <i>Th.D.</i>
	<i>Th.B.</i>		<i>S.T.M.</i>	<i>S.T.D.</i>
Accredited Schools	3,641	242	455	201
Associate Member Schools	575	10	24	■
TOTALS	4,216	252	479	209

MEMBERSHIP IN THE ASSOCIATION

	1956	1958	1960	1962	1964
Accredited Members	79	82	82	84	90
Associate Members	43	42	40	41	37
Affiliated Members	2	3	4	4	
TOTALS	124	127	126	129	127

OFFICERS, COMMITTEES, AND COMMISSIONS

1964-66

President

OLIN T. BINKLEY, President, Southeastern Baptist Theological Seminary, Wake Forest, North Carolina

Vice-President

JOSEPH D. QUILLIAN, JR., Dean, Perkins School of Theology of Southern Methodist University, Dallas, Texas

Secretary

LOUIS H. GUNNEMANN, Dean, United Theological Seminary of the Twin Cities, New Brighton, Minnesota

Treasurer

PAUL M. ROBINSON, President, Bethany Theological Seminary, Oak Brook, Illinois

Executive Director

Charles L. Taylor, 934 Third National Building, Dayton, Ohio

Associate Director

JESSE H. ZIEGLER, 934 Third National Building, Dayton, Ohio

EXECUTIVE COMMITTEE

Ex Officio

PRESIDENT BINKLEY, DEAN QUILLIAN, DEAN GUNNEMANN, PRESIDENT ROBINSON

Chairman

OLIN T. BINKLEY, President, Southeastern Baptist Theological Seminary, Wake Forest, North Carolina
STANLEY B. FROST, 1966, Dean, McGill University Faculty of Graduate Studies and Research, Montreal, P.Q., Canada

JOHN H. KROMMINGA, 1966, President, Calvin Theological Seminary, Grand Rapids, Michigan

ROBERT E. NAYLOR, 1966, President, Southwestern Baptist Theological Seminary, Fort Worth, Texas

JOHN C. BENNETT, 1968, President, Union Theological Seminary, New York, New York

- ROBERT E. CUSHMAN, 1968, Dean, Duke University Divinity School, Durham, North Carolina
- JAMES A. JONES, 1968, President, Union Theological Seminary in Virginia, Richmond, Virginia
- CHARLES M. COOPER, 1970, President, Pacific Lutheran Theological Seminary, Berkeley, California
- WALTER HARRELSON, 1970, Professor, Vanderbilt University Divinity School, Nashville, Tennessee
- ARTHUR R. MCKAY, 1970, President, McCormick Theological Seminary, Chicago, Illinois

COMMISSION ON ACCREDITING

- SHERMAN E. JOHNSON, 1966, Dean, Church Divinity School of the Pacific, Berkeley, California
- CHARLES F. KRAFT, 1966, Professor, Garrett Theological Seminary, Evanston, Illinois
- ROBERT V. MOSS, JR., 1966, President, Lancaster Theological Seminary, Lancaster, Pennsylvania
- GORDON E. JACKSON, 1968, Dean, Pittsburgh Theological Seminary, Pittsburgh, Pennsylvania
- C. DOUGLAS JAY, 1968, Professor, Emmanuel College of Victoria University, Toronto, Ontario, Canada
- RAYMOND P. MORRIS, 1968, Professor and Librarian, Yale University Divinity School, New Haven, Connecticut
- ALLEN W. GRAVES, 1970, Dean of the School of Religious Education, Southern Baptist Theological Seminary, Louisville, Kentucky
- ALVIN N. ROGNESS, 1970, President, Luther Theological Seminary, St. Paul, Minnesota
- DAVID L. STITT, 1970, President, Austin Presbyterian Theological Seminary, Austin, Texas

COMMISSION ON FACULTY FELLOWSHIPS

Chairman

- DONALD R. HEIGES, 1968, President, Lutheran Theological Seminary, Gettysburg, Pennsylvania
- ARNOLD B. COME, 1966, Professor, San Francisco Theological Seminary, San Anselmo, California
- EARL H. FURGESON, 1966, Professor, Wesley Theological Seminary, Washington, D.C.
- WAYNE E. OATES, 1966, Professor, Southern Baptist Theological Seminary, Louisville, Kentucky

- ROBERT T. HANDY, 1968, Professor, Union Theological Seminary, New York, N.Y.
- RAY C. PETRY, 1968, Professor, Duke University Divinity School, Durham, North Carolina
- GEORGE JOHNSTON, 1970, Professor, McGill University Faculty of Divinity, Montreal, P.Q., Canada
- RICHARD R. NIEBUHR, 1970, Professor, Harvard University Divinity School, Cambridge, Massachusetts
- J. COERT RYLAARSDAM, 1970, Professor, University of Chicago Divinity School, Chicago, Illinois

COMMISSION ON RESEARCH AND COUNSEL

Chairman

- SEWARD HILTNER, 1966, Professor, Princeton Theological Seminary, Princeton, New Jersey
- ERNEST C. COLWELL, 1966, President, School of Theology at Claremont, Claremont, California
- ROGER HAZELTON, 1966, Dean, Oberlin College Graduate School of Theology, Oberlin, Ohio
- CHARLES FEILDING, 1968, Professor, Trinity College Faculty of Divinity, Toronto, Ont., Canada
- LISTON POPE, 1968, Professor, Yale University Divinity School, New Haven, Connecticut
- WALTER N. ROBERTS, 1968, President, United Theological Seminary, Dayton, Ohio
- GERALD R. CRAGG, 1970, Professor, Andover Newton Theological School, Newton Centre, Massachusetts
- C. ELLIS NELSON, 1970, Professor, Union Theological Seminary, New York, N. Y.
- RALPH G. WILBURN, 1970, Dean, College of the Bible, Lexington, Kentucky

COMMISSION ON CHRISTIAN EDUCATION

Chairman

- C. ADRIAN HEATON, 1970, President, California Baptist Theological Seminary, Covina, California
- DENTON R. COKER, 1966, Professor, Southeastern Baptist Theological Seminary, Wake Forest, North Carolina
- JAMES B. MILLER, 1966, Professor, Christian Theological Seminary, Indianapolis, Indiana
- WILLIAM D. STRENG, 1966, Professor, Wartburg Theological Seminary, Dubuque, Iowa

- WILLIAM F. CASE, 1968, Dean, Saint Paul School of Theology-Methodist, Kansas City, Missouri
- CHARLES E. S. KRAEMER, 1968, President, School of Christian Education, Richmond, Virginia
- D. CAMPBELL WYCKOFF, 1968, Professor, Princeton Theological Seminary, Princeton, New Jersey
- JOE DAVIS HEACOCK, 1970, Dean, School of Religious Education, Southwestern Baptist Theological Seminary, Fort Worth, Texas
- RANDOLPH C. MILLER, 1970, Professor, Yale University Divinity School, New Haven, Connecticut

NOTATIONS

1. The Use of Notations

From the beginning of the American Association of Theological Schools in 1936, notations have been a useful means by which the accredited schools are reminded of various points at which their practices deviate from the norms established by the Association. Frequently they have been welcomed as a lever by which the faculty or administration of a school may lift a heavy stone out of a mire of inherited tradition into a new and better place in the structure being built. They are not to be thought of as punitive, but as an educational tool, which may be a valuable aid to trustees, governing boards, and others to notice other practices and to improve their own. Properly used, they encourage rather than discourage. They do not prevent proper experimentation, nor demand conformity to an artificial rule.

2. Relation to Standards

Notations may be regarded as between the standards, which for the most part are general in character and for all, and the Guides for Self Study, which are intended to stimulate thought about many aspects of theological school life, some of which characterize only some schools. The notations reflect principles laid down in the standards, and indicate how, in the judgment of the Commission on Accrediting, these principles are not being adequately translated into the practice of the schools to which the notations are applied.

N1 Pertaining to Standards of Admissions

N1.1 The enrollment of non-college graduates in this school exceeds 10% of the total B.D. enrollment.

N1.2 More than 15% of the students in this school are from colleges unaccredited by the regional accrediting agency.

N1.3 In this school, a degree in theology is offered for which graduation from college is not a prerequisite.

N1.4 In this school, a master's degree in education and/or music is offered for which graduation from college is not a prerequisite.

N1.5 This school maintains other programs for degrees and regular academic credit available to persons without college degrees. (This notation is not intended to

discourage carefully designed programs of theological study for the laity.)

N1.6 This school is not sufficiently attentive to the standards of admissions in its admissions practices.

N2 Pertaining to Duration of Course of Study

N2.1 In this school, a degree in theology is offered after less than three years of theological studies following graduation from college. (This does not apply to the M.R.E.)

N2.2 In this school, the graduate professional degree in Christian education may be completed in less than two years following graduation from college.

N2.3 In this school, the academic week is too short.

N2.4 In this school, the academic year is too short.

N3 Fields of Study and Balance of Curriculum

N3.1 In this school, the degree requirements reveal a lack of proper distribution among the several areas of study.

N3.2 In this school, field experience is not adequately related to instruction.

N3.3 In this school, field instruction is not under adequate supervision.

N3.4 In this school, Biblical, theological, and historical studies make up less than one-half of the requirements for the degree program in Christian education.

N3.5 In this school, educational field experience is not a requirement for the B.D. degree or the degree in Christian education.

N4 Pertaining to Faculty

N4.1 This school has less than six full-time faculty members engaged in instruction.

N4.2 The faculty of this school is inadequate for the program of study.

N4.3 Faculty members of this school are unduly diverted from their essential task.

N4.4 In this school, the weekly teaching load is excessive.

N4.5 In this school, a degree program in Christian education is conducted with fewer than two faculty members possessing special competence in the field.

N4.6 In this school, the faculty is not provided with sufficient opportunity for intellectual enrichment.

N4.7 In this school, faculty salaries are inadequate.

N4.8 The health of this school is impaired by a lack of academic freedom of its members to do their work.

N5 Pertaining to Administration and Controls

N5.1 In this school, the trustees do not exercise sufficient control.

N5.2 In this school, the faculty does not exercise effective control over admissions, the curriculum, or other aspects of the academic life of the school.

N5.3 In this school, policies are unduly determined by others than the trustees or faculty.

N6 Pertaining to Student Life and Work

N6.1 In this school, courses are so arranged that a student may satisfy requirements without spending at least four days a week in intensive theological studies on the school campus.

N6.2 In this school, physical facilities for student life are inadequate for the promotion of a community of scholars.

N6.3 In this school, there is a serious diversion of student attention from academic to remunerative pursuits .

N7 Pertaining to Facilities and Finances

N7.1 In this school, the physical facilities are inadequate for carrying out its program.

N7.2 In this school, the educational budget is insufficient.

N7.3 In this school, the finances or other assets are not sufficiently independent of the college or university with which the school is connected.

N7.4 In this school, the finances or other assets are unduly controlled by agencies outside the school itself.

N8 Pertaining to General Tone and Quality

N8.1 In this school, the general tone is such that its capacity to provide significant theological education and ministerial training is impaired.

N9 Pertaining to Library

N9.1 In this school, the library, as to holdings, building, or staff is inadequate.

N9.2 In this school, the library is given inadequate financial support.

N9.3 In this school, the theological library is insufficiently distinguished from another library to assure adequate resources for theological studies.

N10 Pertaining to Theological Degrees Beyond the B.D

N10.1 The Ph.D. degree offered by this school is awarded by the school itself and not by a university.

N10.2 This school awards as an honorary degree one which is recommended by the Association as an earned degree.

N11 Pertaining to the Master's Degree in Theology

N11.1 The admissions policy of this school does not conform to the standards.

N11.2 In this school, the program for the master's or its equivalent degree requires less than one full year of academic residence.

N11.3 In this school, too few courses are designed for post-B.D. students.

N11.4 In this school, graduate work may be pursued without a reading knowledge of at least one language other than English.

N11.5 This school does not require a thesis or a comprehensive examination for the master's degree.

N11.6 The resources of this school are inadequate for work beyond the B.D. degree.

N11.7 This school has an insufficient number of students for a master's program.

N12 Pertaining to the Doctorate

N12.1 The absence of an active working relationship with a university may compromise the quality of the doctoral program.

N12.2.1 In this school, doctoral studies are not sufficiently differentiated from those for the B.D.

N12.2.2 This school has an insufficient number of students for an effective doctoral program.

N12.3 In this school, the standards regarding duration of training are not observed.

N12.4 In this school, admission requirements for doctoral candidates are less demanding than those proposed in the standards.

N12.5 In this school, examination procedures are in-

adequate for effective assessment and control of graduate studies.

N12.6 In this school, the quality of the dissertation and procedures for its evaluation do not meet the standards.

N12.7 In this school, there is inadequate provision of qualified faculty members for its doctoral program.

N12.8 The library facilities available to this school are inadequate for doctoral studies.

PROCEDURES RELATED TO ACCREDITATION

I. *Associate membership*

A. Conditions for associate membership

1. The school should have at least four full-time properly qualified professors giving their time to the work of post-college theological education, the degree of this service to be calculated independently of the contribution of part-time members of the faculty.
2. The school should have an enrollment of at least twenty-five students.
3. The school must operate predominantly on a post-college level.
4. The school should be in good standing with respect to a recognized constituency of churches, and to neighboring theological schools.
5. The school should present evidence that it is carrying on a strong educational program and has sufficient stability and permanence to maintain it.
6. The school should have a sufficient degree of separateness and independence from any other institution with which it may be associated to identify its assets, its expenditures, and its functions as a theological school.

B. Steps to associate membership

1. The school should complete a minimum of one academic year in which the conditions for associate membership have obtained. A new school should have graduated one class which took its entire program in that school.
2. Request for admission to associate membership should be addressed to the Association's office.
3. A report should be completed, in the form of the biennial report used by the AATS, and forwarded to the Association's office.
(Both B2 and 3 should be in the AATS office by November 15 if associate membership is to be considered by the Executive Committee in its December meeting.)
4. Following the study of the data from the report and any supplementary evidence, the Executive Committee may—
 - a. Accept the school into associate membership.
 - b. Deny the request for associate membership.
(When an application for associate membership has been denied, an interval of three years is required before another application will be considered.)

C. Maintenance of associate membership

1. The school must continue standards of education which satisfy conditions defined by the AATS.
2. The school must make annual report of enrollment and complete the biennial report in the odd-numbered years.
3. The school pays annual dues as prescribed in the bylaws.

II. *Accredited membership*

A. Conditions for accredited membership

Cf. pp. 24-33.

B. Steps to accredited membership

1. The school desiring accredited membership shall first become an associate member of the AATS.
2. The school shall report its status to the Commission on Accrediting, using the biennial report form and other supporting materials, when the school believes it has attained standards worthy of accreditation.
3. If the Commission's study of the school's report on its status seems to indicate that the school measures up to the standards for accrediting, the Commission may authorize the school to fill out the schedules.
4. If the information on the schedules indicates the school is ready for inspection, the Commission may then appoint a team of inspectors to inspect the school.
5. Following the inspection, on the basis of the schedules and the report of the inspectors, the Commission on Accrediting may—
 - a. Place the school on the accredited list, with or without notations.
 - b. Deny the request for accreditation.
(When the application for accreditation of a school has been rejected, that school is not eligible to apply for inspection until five years from the date of rejection have elapsed.)

C. Maintenance of accredited membership

1. The school must maintain standards defined by the AATS.
2. The school must submit information on its operation in the biennial report in odd-numbered years. The information from these reports is used by the Commission on Accrediting in imposing notations, removing notations, initiating reinspection, or taking other steps necessary to the maintenance of the Association's standards. Report on autumn enrollment is filed each year.
3. The school pays annual dues as prescribed in the bylaws.

III. *Enforcement of Standards for accredited members*

A. Through the use of notations—Cf. p. 15.

1. Meaning: "The notations reflect principles laid down in the standards, and indicate how, in the judgment of the Commission on Accrediting, these principles are not being adequately translated into the practice of the schools to which the notations are applied."
2. Use: Relevant notations are published following the name of an accredited member in lists published by the AATS. Cf. pp. 1-4.

B. Through reinspection

1. Occasion: Reinspection may take place as the result of—
 - a. An invitation from an accredited school;
 - b. A decision by the Commission on Accrediting on the basis of biennial reports or such other evidence as may lead the Commission to decide that such reinspection is advisable.
2. Result: Following reinspection, on the basis of the inspectors' report, the Commission on Accrediting may—
 - a. Sustain the school's accreditation, with or without notations;
 - b. Initiate a period of probation;
 - c. Withdraw accreditation.

C. Through the use of probation

1. Probation is designed to meet a case of major inadequacy in a school, an inadequacy not sufficiently indicated by notations, but which in the judgment of the Commission on Accrediting may be remedied within a relatively short but specified period of time.
2. In each case the reasons for which probation is given are to be carefully stated to the school.
3. In each case the terms under which the probation may be removed are to be carefully stated to the school.
4. The time assigned to a school for the remedial action required for the removal of probation shall be not less than twelve nor more than twenty-four months. (The school itself, of course, may be able to fulfill these conditions in a shorter period.) Extension of probation is not permitted.
5. At the end of the probation period the Commission on Accrediting will either sustain or withdraw a school's accreditation. If the latter, the Commission may not restore accreditation until at least five years after the beginning of probation.

6. When probation is given a school, the action of the Commission on Accrediting will be announced in the usual way in bulletins and reports. The school will be kept in its usual place in the list of accredited schools, but following its name will appear a note, to be listed only once,

"Probation (date) to (date) "

7. The Commission on Accrediting will make itself responsible for studying information duly submitted to it concerning a school given probation and normally will employ in the reinspection for purposes of comparison at least one of the original inspectors.

IV. *Appeals: The Board of Review*

A. Purpose: to hear appeals concerning actions of the Commission on Accrediting

B. Possible action:

1. To uphold the decision of the Commission on Accrediting;
2. To remit the matter to the Commission for further consideration.

STANDARDS FOR ACCREDITING

The American Association of Theological Schools is an association of institutions devoted to education for the Christian ministry. Its interest in having a list of accredited institutions grows out of its concern for the best possible preparation of men and women for effective ministries in the Church. The inclusion of an institution in this list is based upon academic criteria without reference to doctrinal position or ecclesiastical affiliation, and upon evidence that the institution has the necessary facilities and standards to prepare students for the ministry. The Association believes that this evidence is most plainly to be found in the extent to which graduates of these institutions do actually maintain high standards of practice in the ministry. Such evidence in itself alone is, in the first place, difficult to secure, and in the second place difficult to interpret satisfactorily. The Association believes, however, that certain factors in the life and work of a particular institution are with entire propriety to be regarded as making for or against the effectiveness of that institution in preparing its students for the ministry. It is these factors which are held under view in the plan for listing accredited institutions.

The Association does not treat its standards as definite rules and specifications to be applied in an exact and mechanical fashion. It does not suppose that the status of an institution can be satisfactorily determined by finding that it has met these standards one by one until all have been met. There is no desire to enforce these standards in arbitrary fashion; they are to be administered by the Commission on Accrediting by way of stimulus and encouragement.

1. *Standards of Admission*

An accredited theological school¹ should require of all North American applicants for admission to the school the degree of A.B. from a college which is accredited by one of the regional accrediting associations or its counterpart in Canada, or the equivalent of such a degree.

This standard is intended to insure that the school operates at a predominantly postgraduate level. It does not apply to separate noncredit classes conducted for laymen or ministers in service who are not college graduates, provided that these are a minor part of the school program. It does, however, permit without notation the enrollment of non-graduate students in the regular school program up to a limit of 10% of the total B.D. enrollment, but such non-graduate enrollment must not exceed 20% of the total.

Courses used as a credit toward a first college degree should not be used as a credit toward a seminary degree.

When a student applies for admission to the school, his transcript should be examined to discover whether his work has satisfied the

¹ Institutions devoted to theological education go under many different names. In the United States, "theological seminary" is frequently used, as is the term "divinity school." In Canada the common term is "theological college," ordinarily designating a graduate school standing in some affiliate relation with a university. In these standards the term "theological school" is inclusive of all these.

minimum requirements of the pre-seminary curriculum. If it does not do so, the applicant should be regarded as deficient in preparation and the seminary should require that the deficiency be made up as soon as possible. If the deficiencies could not be made up before the beginning of the second year of seminary work, admission should be deferred until the deficiency has been remedied.

If a student applies for admission from a non-accredited college, either the applicant may be received on probation, or before admission the seminary should give a general examination to the applicant on the pre-theological curriculum. In the latter case, the applicant should be received only if the examination is satisfactorily passed.

A student transferring from one theological school to another should be required to present, in addition to the official transcript of his record, a letter of honorable dismissal and recommendation from the institution last attended.

2. Duration of the Course of Study

A theological school offers a course of study leading to the degree of B.D. or its equivalent. It may also provide a program of study leading to a degree in Christian education. These should be regarded as professional degrees, requiring high intellectual attainment at a graduate level. For the B.D. degree a minimum of three years of two semesters each, or their equivalent, is required. The graduate professional degree in Christian education should require a minimum of two years of two semesters each or their equivalent.

A theological school should have no fewer than 5 days of academic work per week in an academic year comparable in length to that prevailing in accredited colleges and universities in its region.

An accredited seminary may, if it has adequate facilities, offer other degree programs, but it is undesirable for a seminary that is not an integral part of or affiliated with a university to grant the Ph.D. or the M.A. degree, except in the case of the M.A. degree in special fields such as Christian education when this degree program is designed to prepare students for specialized professional ministries in the Church. It is legitimate for a seminary to offer a program leading to the Ph.D. or the M.A. degree in cooperation with a university, the degree to be given by the university.

3. Fields of Study and Balance of Curriculum

An accredited seminary should have a curriculum for the B.D. degree built upon a broad and sound basis in the arts and sciences and should include adequate instruction properly distributed among the following four areas: Biblical, historical, theological, and practical. The study of Scripture in the original languages is highly desirable.

For the degree program in Christian education at least one-half of the academic work should be in Biblical, theological, and historical studies.

Educational field experience effectively related to instruction and under competent supervision should normally be required of all candidates for the B.D. degree and the degree in Christian education.

4. *Faculty*

An accredited theological school should provide adequate instruction in the fields of study indicated above and should include at least six full-time professors whose instruction shall be distributed over the four areas. Such professors together with the administrative officer or officers shall constitute a faculty with effective control over its curriculum and the granting of degrees, and with significant advisory relationship to the selection, promotion, and dismissal of members of the faculty. A weekly teaching load of more than twelve hours per instructor shall be considered as endangering educational efficiency. An average of not more than nine hours per week is desirable.

Where there is a degree program in Christian education there should be not fewer than two faculty members with special competence in the field of Christian education in order to provide adequate teaching and supervision of field work.

In addition to the necessary moral and religious qualifications, excellence in teaching and significant gifts in research and writing should characterize the members of a theological faculty. To maintain such a faculty it is imperative that adequate salaries be paid and opportunities for intellectual enrichment be provided through well-planned sabbatical leaves, attendance at professional meetings, occasional periods of absence for research and writing, and other arrangements that will enrich the faculty members' lives as teachers and productive scholars.

Within such limits as may be stated by the governing body of a theological school and attested by the faculty members when appointed, the member of a theological faculty should be free to seek the truth and communicate his findings. The health of a theological community depends upon the freedom of its members to do their work (cf. AATS statement "Academic Freedom and Tenure in the Theological School," pp. 40-45).

5. *Administration and Controls*

The governing body of a theological school (Board of Trustees, Board of Regents, or Corporation, as the case may be) determines policy, elects the administrative officers and faculty, determines the long-range financial program, establishes the annual budget, sets salaries, and is legally responsible for the total operation and all the properties of the institution.

Sound educational principles require that the governing body approve academic policies on the basis of the recommendations of the chief administrative officer and the faculty, who thereby become responsible for the academic operations of the school, including its religious and academic objectives, its curriculum and degree programs, the administration and management of the library, its practices regarding the admission, discipline, and dismissal of students, and all other matters relating to the school's academic life and work.

6. *Student Life and Work*

Students must enter profoundly into the life of the school if they are to benefit significantly from its undertakings. While it is difficult

to specify the full details of such involvement, the following guides are believed to be helpful:

- a. A student should be expected to show enthusiasm for serious, open academic inquiry.
- b. A student should be expected to be present and available for classes, seminars, discussion, special lectures and convocations, library research, worship, and social functions during the weekly schedule of the school. Such physical presence is essential for genuine participation in the institution's life and work.
- c. A significant majority of the student body should be in residence at the school during the school year.
- d. The structure of the parts of the academic week should allow for, and indeed require, active debate and interchange of ideas among the students as well as between the students and their faculty. Informal social gatherings also enable students to contribute significantly to the theological education of one another.
- e. Assignments in the churches and other community remunerative work should be supervised in such fashion as (a) to safeguard the time and energy of the student for his academic work; (b) to require that the student reflect on the interrelationship between the academic program and his church responsibilities; and (c) to prevent the development of unsound professional practices which might go unchallenged in his academic program. Such church or community assignments, however, are often of great aid in the student's life and work. Work experience in business and industry can also contribute to the same end.
- f. Since the costs of seminary education are beyond the means of a number of students, the scholarship or student aid program of the institution should be in line with the above objectives.
- g. The program of the school should seek to provide time for the student to reflect on his work, to correlate his studies, to integrate the more academic and the more professional dimensions of his work. Cultural and recreational elements of school life need also to be encouraged. The role of the minister as a cultured and educated representative of the community, as well as of the Church, must be kept clearly in view.

7. Facilities and Finances

An accredited theological school should have such resources in land, buildings, equipment, and library as shall provide adequate facilities for carrying out the program of the institution. These resources as well as endowments, trusts, library books and periodicals should be clearly identified as assets of the theological school.

It should have sufficient income from the Church, endowment, gifts, tuition, and fees to maintain its program, including adequate support for faculty, staff, library, equipment, and scholarship aid.

8. General Tone and Quality

In accrediting a theological school, regard will be had for the quality of its instruction, the standing of its professors, the character of its

administration, the efficiency of its offices of record and its proved ability to prepare students for effective professional service or further scholarly pursuits.

While the above general statement deals with intangibles which are difficult to measure, there are criteria which can be used in discerning their presence, such as the following: a pervasive seriousness of purpose and a disciplined approach of a seminary to its task; a manifest enthusiasm for learning on the part of faculty and students in a deep mutuality of interest to discover Christian truth and to relate it to the needs of the contemporary world; an openness to the insights and findings of secular disciplines and movements as these offer illumination to the seminary in its work; a capacity to judge accurately what it can do within the limitations of its resources without impairing the ability of its faculty to maintain high standards of scholarship and professional competence; an attitude of respect and cooperation in its faculty and students whereby a seminary will foster a cordial spirit toward its sister institutions and support their liberty in doing their work; a recognition by a seminary of the value of honest differences in enriching the Christian fellowship; and a steady resolve to maintain, against further fragmentation, the integrity of the Christian witness before the world.

9. Library Standards for B.D. and Christian Education Programs

The library program of an accredited theological school should be thoroughly integrated with the educational objectives of the school. The functions of the library should be clearly and concisely formulated. Means of communication between library staff, faculty, and administration should be provided. The following standards of policy and procedure should prevail as minimum for the library of an independent accredited school and as normative so far as possible for schools connected with a university.

PERSONNEL

The head librarian should have full responsibility for library administration. He should be professionally trained in library science and have a general knowledge of theological subject matter and the prevailing teaching and research methods used by the faculty and students. He should have qualified professional and clerical assistance commensurate with the current requirements and the long-range program of the library.

ACQUISITION

Acquisition policy should be governed by the following considerations: (a) the theological curriculum, (b) the research and teaching needs of the faculty, (c) the need to understand contemporary culture nationally and internationally, (d) the need to understand persons, (e) the accessibility of materials in other libraries, (f) the possibility of cooperative acquisition policies with other libraries, and (g) the long-range development of the school with reference to degree programs and research interests.

PHYSICAL FACILITIES

The following should be considered in the determination of the adequacy of physical facilities: fire-resistant building or rooms designated for library usage; heating, lighting, ventilation, quietness, and house-keeping adequate for the health and comfort of students, faculty, and staff; care adequate for the preservation of the collections; reader space providing for at least thirty-five to fifty per cent of the total enrollment; flexibility for expansion and other developments; ample work space for staff, ample storage space for materials, space and equipment for new developments such as microtexts and audio-visual materials; ease of accessibility of the card catalogues, periodical display, bibliographical and reference collections, and circulation desk to both patrons and staff.

FINANCES

The library should have a separate annual or biennial budget prepared and recommended by the librarian, reviewed by a library committee, and approved by the proper authority. The budget should be sufficiently itemized to show how it is governed by the factors noted in the previous paragraphs.

The following budget in terms of 1962 dollars is minimal for the B.D. and Christian education programs: Total budget \$13,100 per year, or \$45 per student and faculty member, whichever is more, exclusive of janitorial service and maintenance. Not less than \$3,350 should be spent for books and periodicals apart from binding.

10. *Conditions and Nomenclature for Advanced Degrees*

The Commission on Accrediting will consider the full range of an institution's program in determining its eligibility for accreditation. Schools having a small faculty, or a relatively small annual expenditure for library purchases, are not encouraged to offer a master's or a doctor's degree in theology. It will be regarded as a sign of weakness if an institution of low standing in these respects undertakes to confer degrees beyond the B.D.

The content of the course and the character of the requirements need not be uniform in all schools. The Association encourages variety in programs of advanced work, when properly safeguarded as to standards. But the Association does not encourage a multiplicity of variously-named advanced degrees, nor does it regard the mere accumulation of credits for separate courses as adequate ground for admission to advanced degrees.

The nomenclature of the degrees should be: B.D. as the first theological degree; S.T.M. or Th.M. as the second theological degree; Th.D. or S.T.D. as the earned doctor's degree in theology at a level more advanced than the S.T.M. or Th.M. A theological school which is an integral part of a university may offer work leading to the M.A. and the Ph.D. degrees. The D.D. should be reserved as an honorary degree and none of the other degrees above should be so used.

11. *The Master's Degree in Religion and Theological Studies*

There are various programs leading to S.T.M.'s, Th.M.'s, and, in the case of some universities, M.A.'s in theological studies. It does not seem feasible to establish distinctive meanings for the degrees, and in what follows all master's degrees which presuppose a B.D. are treated together. Some programs are considerably more demanding than what follows. The standards are suggested as minimal.

1. *Admission.* A candidate for a master's degree should have received a B.D. or its equivalent in the upper half of his class from an accredited theological school.

2. *Length of course.* The program should require one full year of academic residence or its equivalent.

3. *Level of study.* In the program at least half of the course should be designed for post-B.D. students, to which only a limited number of highly qualified B.D. students should be admitted.

4. *Languages.* Before beginning his graduate work the candidate should give satisfactory evidence of his reading knowledge of at least one language other than English. It is strongly recommended that he have an adequate command of one of the Biblical languages and a modern language most useful in his studies.

5. *Thesis and comprehensive examination.* In partial fulfillment of requirements for the degree the candidate should write a thesis which demonstrates a capacity for constructive and integrative treatment of a given subject, and pass an oral examination covering the area of the thesis and related subjects and materials.

6. *Eligibility of school.* No school should engage in an advanced degree program without teaching staff, library, and other resources greater than those needed for the B.D.

7. *Number of students necessary.* The effective conduct of an advanced degree program presupposes a number of students sufficient to provide mutual criticism and stimulus in a community of scholars.

12. *The Doctorate in Religion and Theological Studies*

INTRODUCTION

The doctoral degree is the highest academic degree conferred in our society. In theology as in other areas it should represent the recognition of only very high intellectual achievement and capability. The purpose of a doctoral program in theology should be to fit men for scholarship on a par with strict standards in other branches of learning. It is highly desirable, therefore, that a school that gives a doctoral degree in theology should have an active working relationship with a university where its standards will be subject to objective scrutiny by representatives of other graduate departments, and where it will have other resources at its disposal which will stimulate and maintain first rate scholarship.

THE CHARACTER OF THE PROGRAM

(a) Its purpose. The instruction should be of such a type as to develop the capacity for independent inquiry and criticism. A balance

should be maintained between the mastery of a special field and a comprehension of the interrelations of the several theological disciplines.

(b) Its method. Attendance upon lectures and participation in group discussions are insufficient. The doctoral program is not merely a prolongation of the studies that lead to a B.D., but is of a different character. The difference lies in an emphasis on training in independent work and in the use of linguistic and other tools of original scholarship under the critical stimulus of the seminar method. For this reason, courses designed for doctoral students should not admit candidates for the B.D. to a greater proportion than one-third, and these only as specially qualified.

(c) Number of participants. For an effective graduate program, there should be a sufficient number of students enrolled to form an active community of scholars. Hence the disciplines of this program normally cannot be well maintained if the number of candidates falls below five in residence whose studies are in the same general area, viz., Biblical, theological, historical, and pastoral.

THE DURATION OF TRAINING

The doctoral program should demand at a minimum two years of full-time intramural study after the B.D. degree. For those who have not taken the B.D., this two-year period should begin only after at least two other years, in which the candidate qualifies in Biblical, theological, and historical subjects such as are ordinarily included in the standard B.D. program.

The candidate should be required to complete his work for his doctorate, including his dissertation, within seven years from the time of his admission as a fully qualified graduate student, but in not less than four from the receipt of his A.B.

STANDARDS OF ADMISSION

A candidate for a doctor's degree should have received an A.B. degree or its equivalent and a B.D. from an accredited theological school, or, if not a graduate of such a theological school, should be required to pass a qualifying examination after two years of study in Biblical, theological, and historical subjects as mentioned above. He should have demonstrated a high degree of achievement and an aptitude for graduate studies.

In part this may be determined by an objective test such as the Graduate Record Examination or the Miller Analogies Test.

Only those should be admitted who show promise of becoming effective theological scholars.

He should pass an examination to test his reading knowledge of German and French, one of these at the beginning of the first year of graduate work and the other by the end of the first year, except that one other modern language may be substituted for French when relevant to his subject. Unless he has completed the language requirement by the end of the first year, he should not be allowed to register for further graduate courses until he has done so. He should

have command of the ancient languages necessary for his subject early enough for these to be utilized in his course of training.

STANDARDS OF EXAMINATION

In addition to the examination before admission to candidacy mentioned above, the candidate should submit to further examinations after two years or more of graduate study prior to being allowed to write a dissertation; these should be designed to test his qualifications to undertake a dissertation and to indicate not only his control of material in his special field but also his ability to integrate this knowledge with related fields.

Written and oral examinations should be required, designed to measure breadth and accuracy of knowledge, capacity to make judgments, power to sustain criticism and participate significantly in discussion, and grasp of the relevance and implications of ideas and divergent theories.

THE DISSERTATION

The dissertation should be a contribution to theological knowledge or understanding. It should deal with a significant topic so defined as to permit adequate treatment within one year of full-time research. It should demonstrate the candidate's grasp of the relevant literature in the several languages, and show his capacity to think independently, to organize concepts and materials, and to present findings in correct and literate form. It should also give evidence of his awareness of related ideas and remaining unsolved problems.

The dissertation should be approved by at least two and preferably three readers. The practice of having an outside reader is commended, and in a school which has less than three professors in a field, a reader from another school should be called upon.

THE QUALITY OF THE FACULTY

It can scarcely be too strongly emphasized that the success of a doctoral program depends chiefly on the quality of the faculty which administers it.

This faculty should consist of men of recognized and continuing scholarly activity, as evidenced by the publication of substantial scholarly work (books or major articles) beyond the doctoral dissertation. Continuing scholarly activity is possible only if the burden of teaching and administrative work is not too heavy and periodic leaves for research are provided. It is desirable that faculty members should have received instruction in schools with varying methods and points of view.

The fields in which doctors' degrees are offered should be only those in which at least two faculty members so qualified participate in the instruction and supervision of doctoral students. This may be arranged through the cooperation of neighboring institutions.

At least one third of the total time of the qualified faculty members

designated to instruct and supervise doctoral students should be available for doctoral instruction. A professor should not be required to supervise at one time more than five students engaged in active preparation of a dissertation.

LIBRARY

Doctoral study should be offered only where a library of a good university standard is available in the immediate vicinity to faculty and graduate students. It must be recognized that a library adequate for instruction of B.D. candidates may be inadequate for a doctoral program, and a library adequate for instruction in certain fields may not be so for others.

PROCEDURES FOR SELF-STUDY AND COUNSELING FOR THEOLOGICAL SCHOOLS

I. *Self-Study*

Self-evaluation may be undertaken by any school at any time. Its purpose may be not only to assure a school that it is meeting minimum standards, but to discover areas needing improvement at any point in theological education, and to learn how what is being done well might be done better. Such self-study derives only from a school's will to excellence; its documents and reports do not go to the Commission on Accrediting.

Among the aids for such self-study are—

1. "Guides for Self-Study on the Part of Theological Administrators & Faculties—Parts I and II," American Association of Theological Schools
2. Three volumes of the Survey of Theological Education in the U.S. and Canada by Niebuhr, Williams, and Gustafson
3. Bulletins of the AATS

II. *Counseling resources related to self-study*

After having made such a self-study, a school will often find it valuable to use one of several types of counseling resources available from the AATS.

1. Teams, usually of two men, representing the Commission on Research and Counsel of the AATS. Such teams talk with administration, faculty, and students, and then give an independent analysis of the school's life and work. This analysis is made available to the school, but is never made a public document by the Commission (although the school may do so if it wishes).
2. Such advice and encouragement as the office staff is able to give on its periodic visits to the schools.

The use of such counseling resources is entirely separate from the visitation of committees responsible for reporting to the Commission on Accrediting of the AATS.

Requests for counsel with respect to self-study in any of the forms listed above may be addressed to the office of the AATS or to the chairman of the Commission on Research and Counsel.

ESTABLISHMENT OF NEW SCHOOLS

The Commission on Research and Counsel has prepared and the Executive Committee adopted the following statement for the use of theological educators, denominational boards, and any concerned for the establishment, moving, or uniting of schools:

The American Association of Theological Schools recognizes that in the near future the establishment of new theological schools will clearly be necessary. The churches will demand more ministers. As the number of students in college increases, so will the number of those who desire theological training. Shifts in population are causing the establishment of additional churches in new areas of the country. Theological training is expanding to include the specialized ministries of the church such as religious education, chaplaincies, counseling, teaching, music, and the administration of councils of churches. All these requirements point toward increasing pressure on existing theological schools and need for the enlargement of those already in operation.

Both denominational and interdenominational institutions will be important in the foreseeable future.

The Association believes that the wisest policy for the various church bodies which look toward the expansion of present seminaries and the establishment of new ones, requires analysis on a broad scale of the total resources of all the denominations. Further, there is urgent need for careful consideration of the location of new schools in relation to geographical and population factors, proximity to other educational institutions, and the possibility of increasing cooperation among the schools for the maximum use of their resources.

An important contemporary development is the growth of graduate departments of religion in many universities, which are likely to become increasingly significant in the training of teachers of religion. Their relationship to the training of ministers and to the graduate programs of seminaries and divinity schools should be taken into account in any assessment of future needs for expanding resources in theological education.

Therefore, the office of the Association expresses its deep interest in the problems of over-all strategy in the placement of new theological schools and offers its services in consultation to any denomination or group concerned with the establishment of new theological schools or contemplating decisions with respect to the relocation, combination, or enlargement of existing seminaries. The needs for theological education are so great that the most efficient use of all resources is a vital necessity.

STATEMENT ON PRE-SEMINARY STUDIES

I. *The function of pre-seminary studies*

College courses prior to theological seminary should provide the cultural and intellectual foundations essential to an effective theological education. They should issue in at least three broad kinds of attainment.

1. The college work of a pre-seminary student should result in the ability to use certain tools of the educated man:

(a) The ability to write and speak English clearly and correctly. English composition should have this as a specific purpose, but this purpose should also be cultivated in all written work.

(b) The ability to think clearly. In some persons this ability is cultivated through courses in philosophy or specifically in logic. In others it is cultivated by the use of scientific method, or by dealing with critical problems in connection with literary and historical documents.

(c) The ability to read at least one foreign language and in some circumstances more than one.

2. The college work of a pre-seminary student should result in increased understanding of the world in which he lives:

(a) The world of men and ideas. This includes knowledge of English literature, philosophy, and psychology.

(b) The world of nature. This is provided by knowledge of the natural sciences, including laboratory work.

(c) The world of human affairs. This is aided by knowledge of history and the social sciences.

3. The college work of the pre-seminary student should result in a sense of achievement:

(a) The degree of his mastery of his field of study is more important than the credits and grades which he accumulates.

(b) The sense of achievement may be encouraged through academic concentration, or through "honors" work, or through other plans for increasingly independent work with as much initiative on the student's part as he is able to use with profit.

II. *Subjects in pre-seminary study*

The following is regarded by the Association as a minimum list of fields with which it is desirable that a student should have acquaintance before beginning study in seminary. These fields of study are selected because of the probability that they will lead in the direction of such results as have been indicated.

It is desirable that the student's work in these fields of study should be evaluated on the basis of his mastery of these fields rather than in terms of semester hours or credits. That this recommendation may help the student faced with the practical problem of selecting courses, however, it is suggested that he take 30 semester courses or 90 semester hours or approximately three-fourths of his college work in the following specific areas:

English—literature, composition, speech, and related studies. At least 6 semesters.

History—ancient, modern European, and American. At least 3 semesters.

Philosophy—orientation in history, content, and method. At least 3 semesters.

Natural sciences—preferably physics, chemistry, and biology. At least 2 semesters.

Social sciences—psychology, sociology, economics, political science, and education. At least 6 semesters, including at least 1 semester of psychology.

Foreign languages—one or more of the following linguistic avenues to man's thought and tools of scholarly research: Latin, Greek, Hebrew, German, French. Students who anticipate post-graduate studies are urged to undertake these disciplines as early in their training as opportunity offers. At least 4 semesters.

Religion—a thorough knowledge of the content of the Bible is indispensable, together with an introduction to the major religious traditions and theological problems in the context of the principal aspects of human culture outlined above. The pre-seminary student may well seek counsel of the seminary of his choice in order most profitably to use the resources of his college. At least 3 semesters.

Of the various possible areas of concentration, where areas of concentration are required, English, philosophy, and history are regarded as the most desirable.

III. *The nature of this recommendation*

The Association wishes to point out two characteristics of the list of pre-seminary studies it is recommending:

First, this is a statement in minimum terms. We make no attempt to list all the work which it would be profitable for a student to do. It is thus possible to include many other elements in one's college courses, while still working in what the Association regards as the first essentials.

Second, the emphasis is on a "liberal arts" program because, in the judgment of the Association, the essential foundations for a minister's

later professional studies lie in a broad and comprehensive college education.

IV. *The use of this statement*

1. This statement is being sent as information to all colleges and universities, to church boards of education, and to all theological schools in the United States and Canada. It supersedes previous statements.

2. This statement is a recommendation; that is, it is not binding upon particular seminaries except in so far as they may wish to adopt it. And each seminary is free to make the statement a part of its own entrance requirements, or not, as it may see fit. This statement, however, or its general equivalent, is now in use in a large number of seminaries as a guide to prospective students in planning their college work, and as a standard for judging the entrance qualifications of applicants for admission.

3. If a particular seminary adds items to this statement or increases its emphasis upon certain items in its own requirements, that seminary is acting fully in the spirit of the purpose and intended use of this statement.

4. The Association recommends to its member institutions that if a student applies for admission from a non-accredited college, either the applicant shall be received on probation or before admission the seminary shall give a general examination to the applicant on the pre-theological studies as recommended above, and in that case the applicant be received only if the examination is satisfactorily passed.

5. It is suggested that a student lacking the essential requisites in any given area may be directed to make up the deficiencies by additional courses of study in order to qualify as a candidate for the B.D. degree.

POLICIES GOVERNING FACULTY FELLOWSHIP AWARDS

1. Persons eligible are those who are full-time faculty members; or part-time members who are expected to become full-time members; or faculty members-elect; all of whom are from accredited theological schools.
2. The norm is a full academic year plus one summer. Only in special cases will a nomination be considered for a shorter period of one semester or two quarters (depending upon the system used in the nominating school) plus a summer.
3. Normally the sabbatical period is given to study and writing, but travel and research which may not necessarily issue in publication are acceptable.
4. Normally the fellowship holder is expected to study at centers or schools other than those in which his previous education has been located.
5. Fellows of the program are strongly advised against accepting any teaching assignment during the period of their grant. If, however, and for an instance a study-proposal were to be carried forward in an overseas mission-school in which some classroom experience was manifestly germane to the project, a maximum of three hours per week in such circumstances would not be considered a violation of the terms of the grant.
6. No preference is given to nominees from any particular kinds of schools (so long as they are accredited) or to any particular areas within the theological curriculum.
7. The schools are asked to specify what kind of financial responsibility they propose to accept to support the projects of their nominees.
8. A school may not submit more than two nominations in any one year, except that if a school's faculty numbers 25 full-time teachers or more, a third nomination may be submitted.
9. No awards are made to applicants who have reached the age of sixty.

At the biennial meeting of the Association in Richmond on June 16, 1960 the following amended documents were "adopted as presenting patterns and norms for advisory use by the members of the American Association of Theological Schools." Cf. Bull. 24, pp. 100 ff.

ACADEMIC FREEDOM AND TENURE IN THE THEOLOGICAL SCHOOL

The Meaning and Basis of Academic Freedom

The concern of theological schools for freedom in teaching and learning arises from the Christian faith with its promise of freedom in Christ to know the truth which is from God, which judges all human forms and institutions, and which will set men free. (John 8:32). Theological schools strive to be communities of teaching and learning in which freedom of mind and spirit are accepted as fundamental to the work in which they are engaged.

Freedom in the academic enterprise has been precious to all educational institutions. Nourished by Christian sources, love for freedom in the search for truth has also been defended on the basis of democratic principles and values. As theological schools seek to realize a genuine Christian freedom they can learn from the experience and practice of the wider academic community concerning the conditions and problems involved in securing the freedom of the teacher and the learner.

Some Christian interpreters will find the basis for academic freedom in the theological school directly within the Gospel itself as it creates a community in which the spirit of Christ informs and judges all human activities, and becomes the source of all genuine freedom.

Others will hold that as we seek to express the implications of the Gospel in specific principles and institutional forms we move into the sphere of law, governed both by the scriptural law of God and by elements of human law within the orders of society. They would be careful lest we equate a human standard with the Gospel freedom which transcends all law.

While we recognize different theological approaches to freedom, we acknowledge as members of theological schools that we share a common concern for realizing the highest possible standards of freedom in all institutions of education and we are concerned to make clear the general grounds upon which basic standards of practice in the schools can be established.

The following assertions are fundamental to a Christian view of academic freedom:

- I. The Christian faith directs all thought and life toward God who is the source of truth, the judge of all human thoughts, and the ultimate end of all theological inquiry.
- II. The freedom of the Christian always involves a commensurate responsibility toward God and neighbor. It is never the freedom merely to be left alone or to ignore basic obligations.
- III. Christian freedom exists within the confession of Christian faith. Theological schools may acknowledge specific confessional adherence as laid down in the charters and constitutions of the schools. A concept of freedom appropriate to theological schools will respect this confessional loyalty, both in the institutions and their individual members. At the same time, no confessional standard obviates the requirement for responsible liberty of conscience in the Christian community and the practice of the highest ideals of academic freedom.
- IV. While freedom must ultimately be realized through the spirit and loyalties of men, it must take form and be protected through concrete standards of institutional practice. Every statement of such standards moves somewhat in the sphere of law and regulation. We recognize that the effectiveness of stated principles depends finally upon the dedication within the Christian theological school to a genuine concern for liberty of mind and spirit in theological teaching.

Principles of Academic Freedom

I. The freedom to teach and to learn

- A. The theological teacher and his students have the inquiry for truth central to their vocation and they are free to pursue this inquiry.
- B. An institution which has a confessional or doctrinal standard may expect that its faculty subscribe to that standard and the requirement for such subscription should be mutually understood at the time of their affiliation with the institution. The question of a faculty member's adherence to the standard may be opened according to specified procedures.

Any challenge to the doctrinal regularity of a faculty member should be subject to open hearing before his colleagues and before the governing board of the school as well as before ecclesiastical tribunals which may have jurisdiction.

- C. So long as the teacher remains within the accepted constitutional and confessional basis of his school he should be free to teach, carry on research, and to publish, subject to his adequate performance of his academic duties as agreed upon with the school.
- D. The teacher should have freedom in the classroom to discuss his subject in which he has competence and may claim to be a specialist without harassment or limitations.

- E. The teacher should be free to express and act upon his conscientious convictions as an individual citizen although he should realize that there is always the tacit representation of one's institution in whatever he says.
- F. Faculty members should take care lest they violate each other's academic freedom by covert interference with their colleague's work or through bypassing the orderly processes of full faculty discussion of curriculum, appointments, and other basic matters.

II. *Appointments and promotions*

A. Appointments

1. Power to appoint faculty members is specified in the charters and constitutions of the schools, and is usually lodged in the Trustees or Board of Directors on recommendation of the administration. Consultation of the faculty about appointments should be practiced as an important support of the freedom of all.
2. Specific procedures for securing faculty nominations, faculty judgment and advice in the making of appointments should be observed.
3. The initial appointment to a faculty should be for a definite term, although this principle may be waived in the case of experienced men of proved competence.

B. Promotions

1. There should be a general stated policy concerning the basis of promotion which includes recognition of length of service, teaching ability and service, scholarly research and production, and promise of growing competence.
2. Provision for faculty ranks (e.g. instructor, assistant professor, associate professor, professor) offers a recognized, orderly, and useful arrangement for academic administration and promotion in which institutional flexibility and recognition of faculty service are both preserved. There should be at stated intervals review of the academic work and eligibility for promotion of all faculty members below the rank of professor.
3. The school administration and the faculty should have a mutual understanding of the general policies of the institution as to salary level and the bases of increase or decrease in salary.
4. Policies of the institution regarding service of faculty members to denominational and church bodies should be made clear, and both the school and the faculty should be protected from undue pressure from such activities which would interfere with the scholarly and teaching vocation.

III. *Tenure*

- A. Definition: After the expiration of a probationary period of

appointment, teachers should have appointments on indefinite tenure. Such appointments should be terminated only for adequate cause and only after the fulfillment of clearly stated procedures for hearing and judgment.

- B. The meaning and basis of academic tenure: The provision for appointment on indefinite tenure is one way in which institutions safeguard their faculties' freedom to teach, to inquire, and to organize their academic programs. It is not intended to confer personal privilege.

It assures the faculty member that he will not be subject to dismissal for reasons other than the violation of the basic obligations which are properly laid upon all teachers and that he may normally expect to pursue his teaching vocation where he is until a change is mutually agreed upon by him and the institution.

This provision for indefinite tenure is an arrangement which is justified by the above considerations and by its fruits in practice. It is not an absolute guarantee either of freedom or its right use. It may lead to difficulties when professors do not fulfill expectations and cling to positions which they are no longer fitted to fill in an adequate way.

Faculties should seek ways to insure so far as possible that the privilege tenure grants will not be abused, or result in damage to the function and efficiency of the institutions.

C. Accepted practice

1. The precise terms and conditions of every appointment (including any limitation on academic freedom that may exist for any reason whatsoever) should be stated in writing and be in the possession of both the institution and the teacher at the time the appointment is made.

2. After appointment to full-time faculty membership the probationary period should not exceed the agreed upon maximum adopted by the school.

a. This period should not exceed seven years in the same institution.¹ If, however, after a probationary period of more than three years in one or more institutions a teacher is called to another school, it may be agreed in writing that his new appointment is for a probationary period of not more than four years.

¹ For this view see the work of the joint committee representing the American Association of University Professors and the Association of American Colleges published in the *Bulletin of the AAUP*, XLV, 1 (Spring, 1959), 107-114.

Some theological schools hold this period to be too short to discover whether a person is sufficiently adequate for the theological disciplines to receive indefinite tenure and lean toward a ten year maximum probationary period or toward making the decision respecting tenure prior to the age of forty-five years.

- b. Whatever the specified number of years may be, the plan should be clearly understood and should provide a definite safeguard against any situation in which a teacher is kept on indefinitely without tenure and without knowledge of what his prospects are in relation to the school.
 - c. At least six months prior to the expiration of the last year of the probationary period, notice should be given whether or not the teacher is to be continued in service.
3. Termination of membership in a faculty may be by—
- a. Expiration of a term appointment;
 - b. Dismissal for adequate cause, in which case standards are set down in Section IV of this paper.
 - c. Resignation, in which case Section I of the AATS document entitled, "Institutional Procedures with Respect to Faculty Resignations, Leaves, and Retirement," provides standards for faculty members and administrative officers.
 - d. Retirement, in which case Section III of the AATS document entitled, "Institutional Procedures with Respect to Faculty Resignations, Leaves, and Retirement," may serve to indicate standards. Cf. pp. 46-48.

IV. *Dismissals*

A. Principles

1. Grounds for dismissal should be stated in the conditions of faculty employment and clearly understood. These should include incompetence, moral delinquency, and failure properly to perform duties.
 2. Dismissal procedures should be clearly stated and rigorously observed. In the hearings involved in these procedures there should be representatives of the peers and colleagues of the professor involved.
- B. Suggested procedures: When all personal attempts at negotiation and reconciliation between the administration and faculty member(s) as parts of a Christian fellowship have failed, the welfare of the school and faculty may require the putting into use of clearly defined dismissal proceedings. The following description of proceedings is meant to be suggestive for such definition. Acceptable procedures should provide for—
1. Informal inquiry and counsel by a committee chosen by the faculty.
 2. When informal efforts have failed, a clear statement of grounds for removal submitted to the person under notice of dismissal.
 3. Hearing by a committee which includes adequate representation by the faculty in one of two ways—

- a. A committee of the faculty acting as a fact finding body, or
 - b. A joint committee of trustees and faculty acting as a fact finding body.
4. Permission for the person under notice of dismissal to continue his duties until proceedings are complete unless immediate harm to himself or others is threatened by his continuance. Any suspension should be with pay.
 5. Normally a theological seminary will feel an obligation to continue a professor's salary up to one year after dismissal where there is a clear case of need.

Appendix

The following lines of procedure are suggested and are based upon the work of the joint committee from the American Association of University Professors and the Association of American Colleges.¹ Procedures should include—

1. Hearing by the committee comprised in such manner as to include adequate representation by faculty after sufficient time for preparation of defense.

- a. This hearing committee to examine the stated grounds for dismissal, the written defense by the person under notice of dismissal, and the testimony of witnesses if facts are in dispute.

- b. The person under notice of dismissal to have option of assistance by counsel, the aid of the committee in securing witnesses, the right to be confronted by all adverse witnesses or where this is impossible, to know the identity of such witnesses.

- c. Both the administrator and the person under notice of dismissal or their representatives to be given opportunity for presenting briefs and arguing the case orally before the committee.

- d. Stenographic records to be made of hearing and to be available to both parties.

2. Preparation of hearing committee findings regarding each ground proposed for dismissal and conveyance of its findings to the president and to the person under notice of dismissal.

3. Conveyance of transcription of the hearing with the committee findings by the president to the governing body which normally would be expected to act upon the basis of the committee's findings.

4. If governing body chooses to review the case, its review to be based on the record of the previous hearing accompanied by argument by the principals.

5. Avoidance of public statements by either the administration or the person under notice of dismissal until the proceedings are complete. Inclusion of a statement of the hearing committee's original findings, if these have not previously been made known, in the announcement of the governing body's decision.

¹ *Bulletin of the AAUP*, XLIV, 1, (Spring, 1958), 270-274.

INSTITUTIONAL PROCEDURES WITH RESPECT TO FACULTY RESIGNATIONS, LEAVES, AND RETIREMENTS

I. *Resignations*¹

A. Principles

1. Sufficient time should always be allowed in a resignation so that the academic program of the school does not suffer unduly.
2. Proposals leading to resignations should be carried on sufficiently in the open so that the school from which the resignation is made may have an opportunity to enter into the conversations.

B. Acceptable practice

1. The minimum length of notice by a professor or an associate professor should be six months; by an assistant or instructor, three months. (Considering the restricted supply, a year
2. In offering appointments to faculty personnel in other institutions:

may be fairer.)

a. Informal inquiry as to whether a teacher would be willing to consider transfer under specified conditions is appropriate at any time.

b. Such inquiry should be accompanied by notice to the administrator that preliminary conversation is being carried on with a member of his faculty.

II. *Sabbatical leaves*

A. Principles

1. A school is responsible for making provision of time and support for the continued intellectual and spiritual growth of faculty members.
2. A teacher is responsible for taking and using to the utmost opportunities for intellectual and spiritual growth which are provided.

B. Recommended practice

1. A sabbatical leave should be provided for each member of the faculty on indefinite tenure at least after each six years of service in a school, provided that he plans to make use of this in line with the conditions suggested below. Some schools cur-

¹ This statement is adapted in part from the "Statement Concerning Resignations, 1929" of the American Association of University Professors published in the *Bulletin of the AAUP*, XLV, 1, (Spring, 1959) 111-112.

rently provide one-half year leave after three years of full-time teaching.

2. The minimum length of such leave with full salary should be one quarter or semester plus a summer; but where a longer leave seems desirable salary adjustments should be arrived at through conference.

3. Sabbatical leave should be conceived of by the teacher and the administration as a time for deeper study, research, or writing. Where possible, location in another center of learning will add breadth to the point of view.

4. Normally the teacher will promise to return to the school which has granted the sabbatical leave and to remain at the school for a minimum of one year after the leave.

III. *Retirement*¹

A. Principles

1. The policy of a school regarding retirement "should be such as to increase effectiveness of its services as an educational institution."

2. "The policy and plan should be such as to attract individuals of the highest abilities to educational work, to increase the morale of the faculty, to permit faculty members with singleness of purpose to devote their energies to serving their institution, and to make it possible in a socially acceptable manner to discontinue the services of members of the faculty when their usefulness is undermined by age."

B. Recommended practice

1. "The retirement policy and annuity plan of an institution should be clearly defined and be well understood by both the faculty and the administration of the institution."

2. "The institution should have a fixed and relatively late retirement age, the same for teachers and administrators."

a. Fixed retirement age is usually from 65 to 70 under present circumstances.

b. Involuntary retirement before the fixed age should in all cases be considered by a joint faculty-administration committee.

3. The institution should provide for a system of retirement annuities. Such a system should—

a. Be financed by contributions made during period of active service by the individual and the institution. (Some schools have their faculty in ministerial pension systems and within such pay the total cost.)

¹ Ibid., 113-114.

b. In a denominational school offer no less than is provided within the ministers' pension system of the denomination.

"c. Be planned to provide under normal circumstances for a retirement life annuity of approximately 50% of the average salary over the last 10 years of service, if retirement is at 70, and a somewhat higher percentage if the fixed retirement age is younger. (It is understood that the amount of the available joint life annuity on life of husband and wife would be somewhat less.)" Teachers who move to a different faculty at an age nearing retirement cannot expect the institution to assume the full burden of a pension at the suggested rate.

"d. Insure that the full amount of the individual's and institution's contribution, with the accumulations thereon, be vested in the individual, available as a benefit in case of death while in service, and with no forfeiture in case of withdrawal or dismissal from the institution.

"e. Be such that the individual may not withdraw his equity in cash but only in the form of an annuity. (To avoid administrative expense, exception might be made for very small accumulations in an inactive account.) Except when small, death benefits to a widow should be paid in the form of an annuity. Death benefits to other beneficiaries would normally be paid in cash unless provided to the contrary by the individual faculty member.

"4. When a new retirement policy or annuity plan is initiated or an old one changed, reasonable provision either by special financial arrangements or by the gradual inauguration of the new plan should be made for those adversely affected."

CONSTITUTION OF THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS, INC.

I. NAME

The name of this organization is The American Association of Theological Schools in the United States and Canada, Inc.

II. PURPOSES

The purposes of the Association, as stated in its certificate of incorporation, are: to provide facilities for its members to confer concerning matters of common interest to theological schools, to consider any problems that may arise as to the relations of such institutions to one another or to other educational institutions or to governmental authorities, to recommend standards of theological education and maintain a list of member institutions accredited on the basis of such standards, and, in general, without limitation to the foregoing, to promote the improvement of theological education in such ways as it may deem appropriate, except that the Corporation is not authorized to engage in any activities for pecuniary profit or to conduct any form of schools or classes of instruction. The Corporation may engage in its authorized activities both in the United States and elsewhere, subject to applicable law.

III. MEMBERSHIP

1. **NATURE OF MEMBERSHIP.** The membership of The American Association of Theological Schools, Inc. shall consist of those institutions engaged predominantly at the post-college level in educating and training for the Christian ministry, which have been elected in accordance with the procedures stipulated in section 2 below.

2. CLASSES OF MEMBERSHIP.

(a) **Accredited members** shall be those institutions in the United States and Canada which after recommendation by the Commission on Accrediting, shall have been elected by a two-thirds vote of the accredited members of the Association present and voting at a meeting of the Association.

(b) **Associate members** shall be those institutions in the United States and Canada which have met the conditions for associate membership prescribed by the Association, have been proposed for associate membership by the Executive Committee, and have been elected by a two-thirds vote of all the members present and voting at a meeting of the Association.

3. **PRIVILEGES OF MEMBERSHIP.** All classes of members shall have full and equal rights, except that in actions of the Association relating to accreditation and to Standards for Accrediting, the right of vote shall be restricted to accredited members.

4. **DUES.** Each member institution, whether associate or accredited, shall pay annual dues as prescribed by the by-laws. Institutions which are at any time two years in arrears in the payment of their prescribed annual dues shall be regarded as having withdrawn from the Association.

IV. MEETINGS OF THE ASSOCIATION

1. **REGULAR MEETINGS.** In each even-numbered year the Association shall hold a biennial meeting at such time and place as the Executive Committee may determine. The holding of a meeting in other years shall be deemed to be waived unless requested in writing by any member of the Association at least 60 days before the third Wednesday in June, which request shall contain the purpose or purposes for which the meeting is desired. If so requested, it shall be held on that date or another at such time and place as may be determined by the Executive Committee, on at least 30 days' notice. Each such meeting shall be confined to such business as is specified in the notice of the meeting.

2. **REGIONAL AND SPECIAL MEETINGS.** Regional or special meetings of the Association may be held at such times and places as the Executive Committee may determine. Each such meeting shall be confined to such business as is specified in the notice of the meeting.

3. **REPRESENTATION AT MEETINGS.** At the meetings of the Association each member institution may have any number of representatives, but shall have only one vote. Thirty voting representatives of member schools shall constitute a quorum of the Association, provided that not fewer

than twenty of those voting representatives shall represent accredited schools.

4. **NOMINATING PROCEDURES.** Prior to each regular meeting the President shall appoint a nominating committee of five persons which shall present to the Association nominations for (a) the officers to be elected pursuant to Section 1 of Article V, and (b) the vacancies on the Executive Committee. The Executive Committee shall serve as the nominating committee for vacancies in all commissions. Nominations for the offices, Executive Committee, and the commissions may also be made from the floor of the meeting.

V. OFFICERS

1. ELECTED OFFICERS.

(a) The Association shall have a President, a Vice-President, a Secretary, and a Treasurer, who shall be elected at each biennial meeting. These officers shall assume their duties upon the adjournment of the meeting at which they are elected and shall hold office to the close of the meeting at which their successors are elected. The President, Vice-President, and Secretary shall not be eligible for immediate re-election. In case there is a vacancy in any such office, the Executive Committee may appoint a successor to serve until his successor is elected by the Association and qualifies.

(b) The President, Vice-President, and Secretary shall perform the duties normally incident to their offices at all meetings of the Association and shall exercise such other functions as may be assigned to them by the Association or by the Executive Committee.

(c) The Treasurer, subject to such regulations as may be prescribed by the Executive Committee, shall have custody of the Association's funds and securities and shall be responsible for disbursements. He shall perform the duties normally incident to the office of treasurer and such others as may be assigned to him by the Association or the Executive Committee. He shall deposit the Corporation's funds in such banks or trust companies, and its securities in such deposit vault or in the custody of such institution, as may be designated by the Executive Committee. Unless otherwise

determined by the Executive Committee, the withdrawal of such funds or securities shall be effected only on the signature of any two persons as designated by the Executive Committee. The Treasurer shall present the budget for the ensuing biennium as approved by the Executive Committee for adoption by the Association at its biennial meeting.

2. **EXECUTIVE DIRECTOR.** There shall be an Executive Director who shall be chosen by the Association upon nomination of the Executive Committee. He shall devote his full time to the work of the Association and shall perform such functions as may be assigned to him by the Association or the Executive Committee. He shall be expected to attend all meetings of the Association, the Executive Committee, and the Commission on Accrediting, and to participate in their discussions. His appointment may be terminated by the Executive Committee on at least six months notice as voted by no fewer than six members of the said committee and as communicated to him in writing.

3. **OTHER OFFICERS.** The Association may authorize the Executive Committee to appoint such other officers as it may deem appropriate and define their qualifications, functions, and terms of office.

4. **COMPENSATION.**

(a) The Executive Committee shall determine the salary of the Executive Director and any other employed officer of the Association whom the Association may decide to employ. The compensation of any such employed officer shall be included in the Treasurer's report at each biennial meeting.

(b) No member of the Executive Committee or officer of the Association shall be interested, directly or indirectly, in any contract relating to operations conducted by the Association, unless authorized by the concurring vote or written approval of two-thirds of the members of the Executive Committee. This restriction shall not apply to a contract with a theological institution with which a member of the Executive Committee or an officer is associated if he, as an individual, has no financial interest in the contract.

VI. EXECUTIVE COMMITTEE

At the biennial meeting of the Association at which this constitution is adopted, the representatives present and voting shall elect nine persons who, with the elected officers specified in Article V Section 1 (a) above, shall constitute an Executive Committee, and shall hold office until their successors are elected and qualify. These nine elected persons shall serve for terms of six years, except that, of those first elected, three shall serve for terms of two years, and three for terms of four years. At subsequent biennial meetings the Association shall elect three persons to succeed those who have at that meeting completed their term of office and shall fill vacancies to complete unexpired terms. Members of the Executive Committee shall not be eligible immediately to succeed themselves. The President of the Association shall be the chairman of the Executive Committee. It shall be the duty of the Executive Committee to prepare the programs for the biennial meetings of the Association and to act for it between meetings of the Association. The Executive Committee shall act as a Board of Review to hear appeals concerning actions of the Commission on Accrediting or any other commissions, officers, or agencies of the Association. The decisions of the Executive Committee in such cases shall be final, except insofar as provision is made in Article VII for the setting up of an appeal committee with regard to actions of the Commission on Accrediting. It shall be the duty of the Executive Committee to report its actions to the biennial meeting.

VII. COMMISSIONS

1. COMMISSION ON ACCREDITING. The Commission on Accrediting shall consist of nine persons from accredited institutions elected by a two-thirds vote of the members of the Association present and voting after nomination by the Executive Committee at the biennial meeting at which this constitution shall be adopted. The nine members shall serve for terms of six years, except that, of those first elected, three shall serve for terms of two years, and three for terms of four years. At subsequent biennial meetings the Association shall elect three persons to succeed those who have at that meeting completed their terms of office. Commissioners shall not be eligible immediately to succeed themselves, and

no one shall serve at the same time on both the Executive Committee and the Commission on Accrediting. The Commission shall at each biennial meeting of the Association elect its chairman from its own membership. It shall be the duty of the Commission on Accrediting to maintain a list of accredited theological schools under standards determined by the Association and to recommend to the Association institutions to be placed upon this list. In the instance of withdrawal of accreditation or the placing of a school on probation by the Commission on Accrediting, the action shall not be submitted to a vote of the Association but appeal from the action of the Commission on Accrediting in any matter may be made to the Executive Committee. If the representatives of ten accredited schools shall make written request to the President for the appointment of a further appeal committee of five persons not members of either the Commission on Accrediting or of the Executive Committee, he shall so do on the understanding that the financial costs involved shall be borne by the institution under review and that the report of the appeal committee shall be made to the Association at its next regular meeting.

2. OTHER COMMISSIONS. Other commissions shall consist of nine persons from member institutions elected by a two-thirds vote of the members of the Association present and voting after nomination by the Executive Committee at the biennial meeting at which this constitution shall be adopted. The nine members shall serve for terms of six years, except that, of those first elected, three shall serve for terms of two years, and three for terms of four years. At subsequent biennial meetings the Association shall elect three persons to succeed those who have at that meeting completed their terms of office. The chairman of each commission shall be appointed by the Executive Committee for a term of two years. The commissions shall deal with such matters as are assigned to them by the Executive Committee.

3. COMMITTEES. Committees shall consist of those persons nominated by the Executive Committee and elected by the Association to deal with particular business and shall continue in being until discharged by the President or until the subsequent biennial meeting of the Association.

VIII. LIMITATION OF POWERS

No act of the Association or of the Executive Committee shall be held to control the policy or line of action of any institution belonging to it.

IX. AMENDMENTS

This constitution may be amended by a majority vote of the accredited member institutions present at any meeting of the Association, provided notice of the proposed amendment shall have been given in the call for the meeting. It shall be the duty of the Secretary to include in the call for any biennial meeting any amendment requested in writing by any five member institutions.

X. BYLAWS

The Association may adopt bylaws consistent with this constitution.

BYLAWS OF THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS, INC.

I. NOTICE OF MEETINGS

Notice of every meeting of the Association shall be mailed to the usual address of each member as appearing on the books of the Association at least 30 days before the meeting. Such notice may be waived by written waivers signed by all of the members before, at, or after the meeting.

II. QUORUM

One-third of the members entitled to vote shall constitute a quorum for all meetings of the Association, and a majority of those present and voting shall be sufficient for any action except as otherwise provided by law, in the constitution or bylaws, or by previous resolution of the Association.

III. PROXIES

Proxies may be given, and shall be counted in determining a quorum, for regular meetings of the Association if held in years in which biennial meetings are not held, and for special meetings of the Association.

IV. COMMITTEE MEETINGS

The Executive Committee, the Commission on Accrediting, and any other commissions or committees which may be created may prescribe their own rules as to notice, quorum, and conduct of meetings, and may create such subcommittees as they deem appropriate and define their functions.

V. DUES AND FEES

The following are the dues and fees for the member schools of the Association:

1. ACCREDITED AND ASSOCIATE MEMBERSHIP DUES.

The phrase "total annual operating expenditure" is understood to include (1) net cost of auxiliary enterprises—board, dormitories, and bookstore (no others); (2) all other

gross operating costs, including student aid, scholarships, and a pro-rated part of the general costs of a larger or integrally related institution.

\$80 a year for each school with a total annual operating expenditure of less than \$50,000 per annum

\$105 a year for each school with a total annual operating expenditure of over \$50,000 per annum, but under \$100,000

\$120 a year for each one over \$100,000 and under \$150,000

\$160 a year for each one over \$150,000 and under \$200,000

\$215 a year for each one over \$200,000 and under \$250,000

\$265 a year for each one over \$250,000 and under \$300,000

\$320 a year for each one over \$300,000 and under \$350,000

\$375 a year for each one over \$350,000 and under \$400,000

\$425 a year for each one over \$400,000 and under \$450,000

\$480 a year for each one over \$450,000 and under \$500,000

\$535 a year for each one over \$500,000 and under \$550,000

\$585 a year for each one over \$550,000 and under \$600,000

\$640 a year for each one over \$600,000 and under \$650,000

\$695 a year for each one over \$650,000 and under \$700,000

\$745 a year for each one over \$700,000 and under \$750,000

\$800 a year for each school with an operating budget of over \$750,000 per annum

2. INSPECTION FEE

A fee of two hundred and fifty dollars is charged for the inspection of a school applying for accreditation.

VI. FISCAL YEAR

The fiscal year of the Association shall be from July 1 to June 30.

VII. SEAL

The corporate seal shall bear the inscription "The American Association of Theological Schools, Inc. Corporate Seal, N. Y." in substantially the form impressed on the original of these bylaws in the minute book.

VIII. AMENDMENTS

The bylaws may be amended at any biennial meeting of the Association by a two-thirds vote of the members present, provided that notice of the proposed amendment has been given at a previous session of said meeting, or in a previous regular meeting.

PART II
PROCEEDINGS

TWENTY-FOURTH BIENNIAL MEETING
of
The American Association of Theological Schools
at
Southwestern Baptist Theological Seminary
and
Brite Divinity School
of
Texas Christian University
Fort Worth, Texas

The Two Worlds of Our Living

TUESDAY, JUNE 9, 1964

4:00- 6:00 p.m. REGISTRATION Memorial Rotunda, Memorial Building, Southwestern Baptist Theological Seminary
 6:00 p.m. DINNER Price Hall Recreation Room, Southwestern

WEDNESDAY, JUNE 10, 1964

7:00- 8:00 a.m. BREAKFAST Seminary Cafeteria, Southwestern
 8:00-10:00 a.m. REGISTRATION Memorial Rotunda, Memorial Building
 9:00 a.m. WORSHIP Scarborough Chapel President Naylor
 9:30 a.m. PRESIDENTIAL ADDRESS Dean Frost
 Theologian and Contemporary Thought
 10:30 a.m. COFFEE
 10:45 a.m. BUSINESS The Constitution
 11:30- 1:00 LUNCH Price Hall Recreation Room, Southwestern
 2:00 p.m. BUSINESS and REPORTS:
 1. Executive Committee
 2. Directors
 3. Commission on Accrediting
 4. Treasurer
 5. Commission on Faculty Fellowships
 6. Commission on Research and Counsel
 7. Scholarship Coordination Committee
 8. AASRE-AATS negotiations
 6:00 p.m. DINNER Price Hall Recreation Room, Southwestern
 7:30 p.m. ADDRESS Pastor Webber
 The Christian Minister and the Social Problems of the Day
 8:45 p.m. RECEPTION of the delegates
 President and Mrs. Naylor

THURSDAY, JUNE 11, 1964

7:00- 8:00 a.m. BREAKFAST Seminary Cafeteria, Southwestern
 9:00 a.m. WORSHIP Scarborough Chapel President Naylor

9:30	a.m.	ADDRESS	Professor Bright <i>The Academic Teacher and the Practical Needs of the Clergy</i>
10:30	a.m.	COFFEE	
10:45	a.m.	SEMINARS	(a) <i>Pre-Seminary Education</i> Professors Bridston and Culver (b) <i>Education for Parish Ministry</i> Professor Feilding
11:30- 1:00		LUNCH	Price Hall Recreation Room, Southwestern
2:00	p.m.	BUSINESS	1. Election of officers 2. Discussion of the title of the first professional degree 3. Recruitment 4. Report of Library Development Program 5. Department of the Ministry 6. Ministry Studies Board
6:00	p.m.	DINNER	Price Hall Recreation Room, Southwestern
7:30	p.m.	ADDRESS	Professor Nelson <i>The Seminary—Academy and Chapel</i>

FRIDAY, JUNE 12, 1964

7:00- 8:00	a.m.	BREAKFAST	Seminary Cafeteria, Southwestern
9:00	a.m.	WORSHIP	Scarborough Chapel President Naylor
9:30	a.m.	ADDRESS	Dean Johnson <i>The Seminary President—Teacher of Students and Confidant of Trustees</i>
10:30	a.m.	SEMINARS	(a) <i>Education for Parish Ministry</i> Professor Feilding (b) <i>Pre-Seminary Education</i> Professors Bridston and Culver
11:30- 1:00		LUNCH	Price Hall Recreation Room, Southwestern
2:00	p.m.	BUSINESS	until closing worship and adjournment

PARTICIPANTS IN THE PROGRAM

Keith R. Bridston, Director, Study of Pre-Seminary Education
 John Bright, Professor, Union Theological Seminary in Virginia
 Dwight W. Culver, Associate Director, Study of Pre-Seminary
 Education
 Charles R. Feilding, Director, Study of Education for the Practice of
 the Parish Ministry
 Stanley B. Frost, Dean, Faculty of Graduate Studies and Research,
 McGill University
 Sherman E. Johnson, Dean, Church Divinity School of the Pacific
 Robert E. Naylor, President, Southwestern Baptist Theological
 Seminary
 J. Robert Nelson, Professor, Oberlin College Graduate School of
 Theology
 George W. Webber, Pastor, Group Ministry of East Harlem Protestant
 Parish

REGISTRATION

Representatives from Accredited Member Schools

Andover Newton Theological School.....	Roy Pearson
Asbury Theological Seminary.....	Frank Bateman Stanger
Austin Presbyterian Seminary.....	David L. Stitt
Berkeley Baptist Divinity School.....	Robert J. Arnott
	Maurice P. Jackson
Berkeley Divinity School.....	Robert R. Rodie, Jr.
Bethany Theological Seminary.....	Warren F. Groff
	Paul M. Robinson
Biblical Seminary in New York.....	Norman A. Baxter
Boston University School of Theology....	Walter L. Holcomb
Brite Divinity School of T.C.U.....	Elmer D. Henson
California Baptist Theological Seminary...	Robert C. Campbell
	C. Adrian Heaton
Calvin Theological Seminary.....	Anthony A. Hoekema
Candler School of Theology of Emory	
University.....	William R. Cannon
Central Baptist Theological Seminary....	Paul T. Losh
	Robert G. Torbet
(Chicago) Lutheran School of	
Theology at Chicago.....	Johannes Knudsen
	Armin G. Weng
	Karl E. Mattson
Christian Theological Seminary.....	Beauford A. Norris
	Ronald E. Osborn
Church Divinity School of the Pacific.....	Sherman E. Johnson
Colgate Rochester Divinity School.....	Milton C. Froyd
College of the Bible.....	Riley B. Montgomery
	Lewis S. C. Smythe
	Ralph G. Wilburn
Columbia Theological Seminary.....	J. McDowell Richards
Concordia Seminary.....	Alfred O. Fuerbringer
Crozer Theological Seminary.....	Edward E. Thornton
Drake University Divinity School.....	John E. McCaw
Drew University Theological School.....	William A. Imler
	Charles W. Ranson
Duke University Divinity School.....	Robert E. Cushman
Eastern Baptist Theological Seminary....	Walter B. Davis
	William J. Hand
	Thomas B. McDormand
Emmanuel College of Victoria University..	C. Douglas Jay
	E. S. Lautenschlager
Episcopal Theological School.....	Henry M. Shires
Episcopal Theological Seminary of	
the Southwest.....	Gray M. Blandy
Evangelical Lutheran Theological	
Seminary.....	Stanley D. Schneider
Evangelical Theological Seminary.....	Wayne K. Clymer
	Paul H. Eller

Fuller Theological Seminary.....	Daniel P. Fuller
Garrett Theological Seminary.....	Charles F. Kraft
General Theological Seminary.....	Lawrence Rose
(Gettysburg) Lutheran Theological Seminary	Herbert W. Stroup, Jr.
Golden Gate Baptist Theological Seminary	William A. Carleton Harold K. Graves Elmer L. Gray
Goshen College Biblical Seminary.....	Ross T. Bender
Hartford Theological Seminary.....	Willard T. Carter
Howard University School of Religion.....	James D. Tyms
Lancaster Theological Seminary.....	Robert V. Moss, Jr.
Louisville Presbyterian Theological Seminary	Norman A. Horner
Luther Theological Seminary.....	Alvin N. Rogness
McCormick Theological Seminary.....	Floyd V. Filson
McGill University Faculty of Divinity.....	Stanley B. Frost Eric G. Jay
Moravian Theological Seminary.....	Vernon W. Couillard Raymond S. Hauptert
New Brunswick Theological Seminary.....	Wallace N. Jamison Virgil M. Rogers
New Orleans Baptist Theological Seminary	H. Leo Eddleman J. Hardee Kennedy
North Park Theological Seminary.....	Karl A. Olsson
Northwestern Lutheran Theological Seminary	C. H. Zeidler
Oberlin College Graduate School of Theology	J. Robert Nelson
Pacific School of Religion.....	Stuart L. Anderson
Perkins School of Theology of S.M.U.....	Wayne C. Banks Joseph D. Quillian, Jr.
(Philadelphia) Divinity School of the Protestant Episcopal Church.....	Edward G. Harris
Phillips University Graduate Seminary....	J. Daniel Joyce
Pittsburgh Theological Seminary.....	Gordon E. Jackson Donald G. Miller
Princeton Theological Seminary.....	James I. McCord
San Francisco Theological Seminary.....	Theodore A. Gill Gurdon C. Oxtoby
School of Theology at Claremont.....	Ernest C. Colwell John Hatfield
Seabury-Western Theological Seminary...	Charles U. Harris
Southeastern Baptist Theological Seminary.	Olin T. Binkley John I. Durham
Southern Baptist Theological Seminary....	Allen W. Graves Wayne E. Oates Penrose St. Amant Ray Summers

Southwestern Baptist Theological Seminary	Robert E. Naylor Jesse Northcutt
Trinity College Faculty of Divinity	Charles R. Feilding Wallace I. Wolverton
Union Theological Seminary	James M. Ault Randolph H. Dyer Paul W. Hoon Robert I. Miller
Union Theological Seminary in Virginia	John Bright Jas. A. Jones
United Theological Seminary	Henry W. Brooks Walter N. Roberts Newell J. Wert
University of Chicago Divinity School	Jerald C. Brauer William N. Weaver
University of Dubuque Theological Seminary	Charles B. Mitchell Calvin Schnucker
Vanderbilt University Divinity School	William C. Finch Walter J. Harrelson
(Virginia) Protestant Episcopal Theological Seminary in Virginia	Jesse M. Trotter
Wartburg Theological Seminary	Alfred H. Ewald
Western Theological Seminary	Herman J. Ridder
Yale University Divinity School	Robert C. Johnson Raymond P. Morris

Representatives from Associate Member Schools

Acadia University School of Theology	Millard R. Cherry
Anderson College and Theological Seminary	Gene W. Newberry
Bangor Theological Seminary	Mervin M. Deems
Bethel Theological Seminary	Gordon G. Johnson Carl H. Lundquist
Central Lutheran Theological Seminary	Gerhard Gieschen
Concordia Theological Seminary	Martin F. Luebke J. A. O. Preus
Conservative Baptist Theological Seminary	Vernon C. Grounds Earl S. Kalland
Cumberland Presbyterian Theological Seminary	William T. Ingram
Erskine Theological Seminary	Leon M. Allison
Gordon Divinity School	David W. Kerr
Hood Theological Seminary	Frank R. Brown
Huron College Faculty of Theology	J. Grant Morden
Mennonite Biblical Seminary	S. F. Pannabecker Erland Waltner
Methodist Theological School in Ohio	Robert L. Browning

Midwestern Baptist Theological Seminary	Millard J. Berquist Hubert I. Hester Lavell V. Seats
Nazarene Theological Seminary	Lewis T. Corlett
New Church Theological School	Edwin G. Capon
North American Baptist Seminary	Frank Veninga
Northern Baptist Theological Seminary ..	James D. Mosteller
Pacific Lutheran Theological Seminary ..	Keith R. Bridston Charles M. Cooper
Saint Paul School of Theology—Methodist	William F. Case Don W. Holter
Seventh-day Adventist Theological Seminary of Andrews University	W. G. C. Murdoch
United College, Winnipeg	Robert B. Tillman
United Theological Seminary of the Twin Cities	R. H. Huenemann

Guests

Yorke Allen, Jr., Sealantic Fund, Inc., New York, New York	
J. Stanley Barlow, Greater Detroit Study Commission on Theological Education	
Donald K. Campbell, Dallas Theological Seminary, Dallas, Texas	
Rex S. Clements, Council on Theological Education, Presbyterian Church, U.S.A., Philadelphia, Pennsylvania	
Wilmer A. Cooper, Earlham School of Religion, Richmond, Indiana	
Dwight W. Culver, St. Olaf College, Northfield, Minnesota	
Arnold D. Ehlert, Talbot Theological Seminary, La Mirada, California	
Aaron E. Gast, Conwell School of Theology, Philadelphia, Pennsyl- vania	
Samuel I. Goltermann, Board for Higher Education, The Lutheran Church—Missouri Synod, St. Louis, Missouri	
James Renwick Jackson, National Conference of Christians and Jews, New York, New York	
Wendell G. Johnston, Washington Bible College, Washington, D.C.	
Richard G. Kern, Winebrenner Theological Seminary, Findlay, Ohio	
Lynn Leavenworth, American Baptist Board of Education, Valley Forge, Pennsylvania	
Kenneth R. Maurer, Evangelical Congregational School of Theology, Myerstown, Pennsylvania	
John Mostert, Accrediting Association of Bible Colleges, Wheaton, Illinois	
Ralph E. Peterson, Department of the Ministry, National Council of Churches, New York, New York	
Frederick A. Pope, The Ford Foundation, New York, New York	
Earl D. Radmacher, Western Conservative Baptist Theological Seminary, Portland, Oregon	
Robert D. Rasmussen, American Baptist Board of Education, Valley Forge, Pennsylvania	

Wilmina M. Rowland, Board of Christian Education, United Presbyterian Church, Philadelphia, Pennsylvania
Ross W. Sanderson, Advisory Committee on Theological Education, United Church of Christ, Newton Centre, Massachusetts
Norman Shepherd, Westminster Theological Seminary, Philadelphia, Pennsylvania
G. W. Webber, East Harlem Parish, New York, New York
Kenneth K. Wesche, Western Evangelical Seminary, Portland, Oregon
Harold L. Wilke, Council for Church and Ministry, New York, New York

REPORT OF THE EXECUTIVE COMMITTEE

By the constitution the Executive Committee of the Association is instructed "to prepare the programs for the biennial meetings and to supervise its work and act for it between meetings of the Association." In the discharge of these responsibilities the Committee has met four times since the biennial meeting of 1962: June 14, 1962, in Toronto; December 14-15, 1962, and December 6-7, 1963, in Dayton, Ohio; May 1, 1964, in New York City.

The program for this biennial meeting has already been presented to the Association.

Many matters which have been before the Executive Committee during the past two years have been reported to the members of the Association by the regular staff reports, or will be considered by the Association in its current meeting as Commissions, Committees, and Officers make their reports.

There are certain areas of service and program in the work of the Association which are particularly noted by the Executive Committee:

1. *New Members Admitted.* Since the last meeting of the Association the following schools have been admitted to associate membership: Anglican Theological College of British Columbia; Concordia Theological Seminary, Springfield, Illinois; and the Methodist Theological School in Ohio. The associate membership of Mission House has been transferred to United Theological Seminary of the Twin Cities of which Mission House was a constituent part.

2. *Revision of the Constitution.* Copies of the proposed constitution of the Association were circulated during 1963 among the member schools seeking their comments. The

action of the Association on the document has been scheduled as a primary order of business for this meeting.

3. *Financial Affairs.* The fiscal affairs of the Association are sizable, as will be indicated in the reports of its finance officers. In all monetary matters the Executive Committee seeks to perpetuate the wise use of funds which has characterized the Association during the past years when substantial resources have been made available to it. The operating budgets are well within the defined limits. Funds held for investment are expertly managed with due regard for rate of return on and security of capital. All accounts for which the Association has any responsibility have been properly audited and found to be in order.

In two broad areas the Executive Committee has been exploring financial questions with large implications for theological education. One area embraces an attempt to discern how and to what limits theological students may be supported with "scholarship grants" to enable them to pursue their training freed of financial pressures which would jeopardize their efficiency as students. A second area is an attempt to discover procedures and philosophies which shall secure for theological schools an increased share of major resources being made available from foundations and from other benevolent sources, as these agencies undergird the educational institutions of our society. Both of these concerns are being studied by special committees and it is expected that particular programs related to these matters will be proposed to the Association in the near future.

4. *Possible Relationship to Roman Catholic Schools.* An inquiry by two Roman Catholic schools about the possibility of membership in the Association has opened another area of concern for the Association, already expressed by the Commission on Research and Counsel. An *ad hoc* committee has been appointed to discuss with representatives of Roman Catholic institutions the wisest procedures in this regard. This committee will report to the Executive Committee, which in turn will report to the Association.

5. *The Role of the AATS in Dealing with Schools in Difficulty.* The Executive Committee calls to the attention of the Association a particular minute from its meeting of December 6-7, 1963:

"In response to a communication . . . concerning the

role of the AATS in the mediation of difficulties in theological institutions, the Executive Committee replied as follows: 'We recognize the difficulty involved in the mediation of conflicts within a school and in the future, guidance will be given the visiting team, but we are unable to state in advance a set of principles to be applied in dealing with controversies beyond the criteria for accreditation.' "

One of the most important and difficult responsibilities given to the AATS is precisely in the area of working with its member institutions involved in intramural difficulties with which the Association must properly be concerned. The Executive Committee has judged that all relationships between the Association and its member schools will proceed in the spirit of true fraternity. It believes in its work with any school there will be particular circumstances which will require specific guidance for any visiting teams sent out for any purpose by the Association. It does not believe, however, that it is possible to devise a general procedure, beyond that stipulated in the principles for accreditation, which would be satisfactory either to the schools themselves, or to the general purposes of the Association.

Related to this matter is an additional minute of the Executive Committee in its meeting of December 14-15, 1962:

"In the context of earnest debate now proceeding in a number of schools associated with or accredited by the AATS, the Executive Committee reaffirms the position which has been consistently the basis of its work. This is made clear, for example, in the preamble to the Standards for Accrediting as follows: 'The inclusion of an institution in this list is based upon academic criteria without reference to doctrinal position or ecclesiastical affiliation, and upon evidence that the institution has the necessary facilities to prepare students for the ministry.' The Executive Committee recognizes and affirms that this basis of cooperation gives neither to the Association nor to its agencies the right or desire to intervene in theological or doctrinal disputes which may arise from time to time within the member schools of the denomination which they represent.

"Nevertheless, the Executive Committee wishes to draw the attention of all its members to the need when such

debates result in the dismissal of a professor to the wisdom of making sure that justice is done and seen to be done. The Committee therefore urges once again that in all such situations the attention of the Administration and Trustees be drawn to the document 'Academic Freedom and Tenure', adopted at the Richmond biennial meeting in 1960 (*Bulletin* 25, pages 38-43) and in particular to the suggested procedure set out in the Appendix to that document."

7. *The Teaching of Biblical Languages.* In the past few years there has been a new interest in Biblical languages as important to theological curricula. This has occurred at the same time that contemporary education is dealing with new methods and techniques for the teaching of languages. It appears to the Executive Committee, as suggested by the Commission on Research and Counsel, that there is need for assembling and making available all useful information appropriate to the values in teaching Biblical languages and any improvement in methods toward that end. A grant of \$15,000 has been received by the Association which permits this study and plans are in process by which the study can be made.

8. *Ethical Code for Teachers in Theological Schools.* Under the direction of the Commission on Research and Counsel a paper was prepared dealing with an "Ethical Code for Teachers in Theological Schools." This paper was presented to the Executive Committee and on its authority was circulated to the member schools inviting critical response.

9. *Data Related to Members of Faculties.* The Executive Committee has approved and established a program for the accumulation of data related to members of faculties in the institutions of the Association. It has been deemed desirable to have available in concentrated and systematic form pertinent information concerning those individuals who have basic responsibilities as teachers in our theological schools.

10. *Conference of Professors.* In June 1963 a conference for professors was sponsored by the Association in collaboration with the Institute for Advanced Pastoral Studies. The purpose of the conference was to seek more effective pedagogical devices for the performance of the total task of theological training. The Executive Committee has approved a second such conference to be held in June 1964.

11. *Future Possibilities of the AATS.* One of the things that the Association would wish its Executive Committee to do is to keep sensitive to major lines of development which should occupy the AATS in the coming years. The rate of growth in the Association's life and work recently has been tremendous. The need for continued growth is urgent. The Executive Committee would suggest to the Association that, among many others, the following matters are worthy of the Association's concern as plans are made for its future ministry to member schools and to the cause of theological study.

What are theological schools now doing for the continuing education of their graduates and of the total ministry of the Church?

What should the schools be doing for the laity?

What is the effect of current social and cultural changes upon student recruitment?

What is the prospect of increased enrollment as "older men" offer themselves for the ministry?

What is the most adequate form of field education—the proper time for it—optimum amount—adequate educational supervision of it?

What shifts in teaching method and curriculum, which are so generally employed in many secular institutions, are germane for improving pedagogical efficiency of theological education?

What is the responsibility of the community of theological schools in the whole matter of the location of new schools, the enrichment of established ones?

What about improved relationships with universities, colleges, other theological schools, and other professional schools?

These and kindred issues have been raised by the Executive Committee through the discernment of the staff. They serve only to indicate many of the broad areas into which the Association can move and into which it must move if the theological education is to be adequately served in the future.

12. *Personnel.* Against the background of what has been done in the past biennium and what waits to be done in the years immediately ahead, the Executive Committee now poses for the Association the basic problem of additions to staff.

In its meeting of May 1, 1964 the Executive Committee unanimously voted "that in the light of the work load in the office, and of the prospective services of the organization, the Executive Committee recommends to the Association that a third full-time staff member be employed at a salary commensurate with his responsibilities."

The Association is aware of the significant progress which has been made in its affairs during the past eight years. This progress is due in no small measure to having available sizable financial resources. Primarily, however, it is due to the type of leadership which the Association has had in its Executive Director and in its Associate Director. These men see as none other can see the opportunities before the Association, for they feel upon themselves, in the offices they occupy, those pressures which promise growth and increased usefulness.

The Executive Committee would advise the Association that the addition of a third member to the staff will not necessitate any increase in members' dues for a period of at least three years, and more likely five years.

13. The Executive Committee would record its great gratitude that Dr. Charles L. Taylor, Executive Director, has recovered from the illness which beset him since the last biennium. For the past several months he has been carrying his accustomed heavy load with characteristic efficiency and winsomeness. We pray that his strength shall continue, as we have every reason to believe it shall.

We would express our gratitude for the indefatigable work of Dr. Jesse H. Ziegler as the Associate Director. We advise the Association of the unusual skill and loyalty of the office staff.

In recognition of her distinguished service to the Association the Executive Committee has named Mrs. Charlotte Thompson Administrative Assistant.

As a consequence of its meeting June 9, 1964 in Fort Worth, Texas, the Executive Committee proposes this supplement to its report:

14. Waterloo Lutheran Seminary, Waterloo, Ontario, was admitted to associate membership in the AATS.

15. Recognizing that there are needs for and benefits from a program of faculty fellowships especially designed to supplement this type of assistance to associate member

schools, the Executive Committee has approved the administration of such a program by the Commission on Faculty Fellowships, if and when funds are made available for this purpose by the Lilly Endowment, Inc. or by other benevolent agencies.

16. For some time many identified with the AATS have been concerned about a basic philosophy of financial aid to students which will dignify theological education, will permit the student to pursue his academic training with less impairment, and will reflect the obligation of all in the church to sustain those who are preparing for their ministries in the most effective ways. Happily we have noted that concern in this area has been shared by some outside the structures of AATS. This committee of concern has elicited and enriched the engagements of AATS in this matter.

The Executive Committee recommends that a committee of three, in addition to the Executive Director and the Associate Director, be appointed to explore this question in every way and to report to the Executive Committee concerning principles and procedures by which the Association may assist in getting the best possible financial aid for students.

17. Under the constitution the Executive Committee is authorized to elect certain officers of the Association and is instructed to nominate members of commissions and committees which have been authorized by the Association. It is recommended that the Association approve structure of commissions and committees as follows:

A Commission on Faculty Fellowship, a Commission on Research and Counsel, a Commission on Christian Education; also that the following committees be authorized: on clinical pastoral education and on recruiting.

It should be recognized that from time to time additional committees, and/or commissions, may be required for the performance of the work of the Association in the interim of biennial meetings. Since the Executive Committee is empowered to act for the Association between meetings it is recommended that the Association authorize the Executive Committee to name such commissions and committees as the executive discharge of the business of the Association may require.

It is reported that the Commission on Financial Affairs has been disbanded and its members have been thanked for its service to the Association.

18. It is the duty of the Executive Committee to nominate to the assembly the Executive Director of the Association. Enthusiastically, unanimously, and gratefully the Executive Committee recommends that Dr. Charles L. Taylor be elected as Executive Director of the American Association of Theological Schools for a term of two years.

19. Under the constitution the Executive Committee is empowered to elect staff officers of the Association other than the Executive Director. It is reported that Dr. Jesse H. Ziegler has been elected by the Executive Committee as Associate Director of the AATS for a term of two years.

It should be noted in this connection that a prior recommendation of the Executive Committee deals with the addition of a third member to the staff.

20. *AASRE*. Over a period of many years the American Association of Schools of Religious Education has performed a service of greatest value for schools training men and women for the ministry in the field of Christian education. This service has for the most part fallen under two heads. On the one hand the AASRE gave counsel to schools and professors working in this area and provided a forum for discussion relating to this subject and on the other the Association acted as an accrediting agency for schools which operated both at the baccalaureate level and at the post-graduate level.

The AATS has a number of institutions within its membership which operate departments or schools of Christian education. Some of these religious education schools were accredited by AATS as part of the total operation of the member institution; other schools were separately accredited by AASRE. The National Commission on Accrediting has for some time expressed concern that there were two accrediting agencies operating in this area.

After careful discussion lasting over several years, the representatives of the two associations came together first in Toronto at the time of the 1962 biennial and then again in New York on May 1 last and have reached an agreement whereby the AATS will take over the functions of AASRE as far as relates to those schools of Christian education

operating at the post-graduate level, and the AASRE will terminate its existence as a separate body. It is proposed, therefore, by the Executive Committee that in anticipation of action by AASRE to bring its operations to a close, this Association should adopt the following report as setting out the basis of agreement with AASRE and should instruct the Executive Committee to set up a Commission on Christian Education. The basis of agreement is as follows:

1. The AATS, if the AASRE decides to terminate its existence, is prepared to accept further responsibilities in the field of training for the ministry of Christian education of the same general nature as were formerly carried by AASRE.

2. AATS will undertake the accrediting function of AASRE but will only accept applications for future membership from such schools as operate predominantly at the post-graduate level.

- A. In particular, AATS will accept into its membership those schools of AASRE which are attached to seminaries of AATS. Where the seminary is an AATS accredited school the total operation will be henceforth an accredited institution of AATS. Where the seminary is an associate member of AATS the total operation will be an associate institution. AATS reserves the right to apply such notations to these institutions as may seem fitting in the light of its own Standards for Accrediting set out in *Bulletin 25*. AATS will seek not to allow its own standards to fall short of the levels already attained by AASRE.

- B. AATS agrees to recognize in a special category three member schools of AASRE if they apply for such recognition from AATS. The three schools are:

Presbyterian School of Christian Education—to be recognized as an accredited school of religious education.

St. Margaret's House—to be recognized as an accredited school for three years, at the termination of which its status will be reconsidered.

Scarritt College—will be accorded associate status for three years at the termination of which its status will be reconsidered.

- C. AATS will recognize the need to provide in its own

Commission on Accrediting members having a specialized knowledge of the field of Christian education such as is possessed by the present membership of AASRE.

3. AATS will undertake to continue the counseling service of AASRE to all schools operating in this area. Experiment and research in the field of religious education will also be recognized as a proper function of AATS and to fulfill that obligation AATS will set up a Commission on Christian Education specifically charged with these obligations but also free to initiate programs of its own.

Respectfully subitted,

JAMES A. JONES, *Chairman*

MEMORIAL MINUTE FOR H. RICHARD NIEBUHR

American theological education lost one of its most appreciative and critical leaders in the death of Professor H. Richard Niebuhr on July 5, 1962. At the time of his death he was Sterling Professor of Theology and Christian Ethics at Yale University, and had completed 31 years of service on its Divinity School faculty.

H. Richard Niebuhr's contribution to theological education was made in various ways. Through his writings—sociological, historical, theological, and ethical—he provided stimulation to countless students and teachers. Through his teaching he helped to shape the minds of hundreds of ministers and theologians now active across American Protestantism. Through his freely given counsel, many professors and administrators of theological schools better understand their tasks.

His attention to the education of ministers and theologians took focus in "The Study of Theological Education in America" that he directed in 1954-55. With irenic appreciation of the varieties of American Protestantism he was able to grasp both the strengths and weaknesses of the many schools studied, and to see them with reference to their particular religious and social traditions. As a master teacher he transformed a survey into a process of critical self-examination by seminary faculties, by regional groups of schools, and by the American Association of Theological Schools. In kind impatience he pressed upon our schools the

needs for reform that appeared to be most crucial to the improvement of the quality of theological education. He stubbornly refused to produce a grand design or a set of simple goals that would falsely oversimplify the tasks that lay ahead. And instead of suggesting stimulating novelties, he turned to a restatement of the fundamental purpose of the church and ministry that ought to direct our many particular policies. In short, he refused to give us a program, and instead provoked us to reflect carefully on why we were engaged in all the things that make up theological study.

The fruits of his efforts as an educator of theological educators can never be precisely enumerated. His concern was with the dimension of quality, one that is not easily brought into statistical prominence. And in characteristic ministerial humility, it never occurred to him to count the gains that might have come from his efforts. Yet the members of the American Association of Theological Schools will long remember the ways in which he called to their attention the need for continuing education of the ministry, the need to pare outside activities of students so that they could concentrate upon their academic work, the need for establishment of sabbatical leave policies and the means to finance them for the sake of effective scholarship and teaching, the need for the improvement of the training available for Negro ministers, and the need for continual institutional self-examination. In time of radical doubt about the traditional conceptions of the ministry we are still called to ponder this statement: "The greatest defect in theological education today is that it is too much an affair of piecemeal transmission of knowledge and skills, and that, in consequence, it offers too little challenge to the student to develop his own resources and to become an independent, lifelong inquirer, growing constantly while he is engaged in the work of the ministry."

If our schools can learn to be critical about the church, the ministry, and the education we love, and love the church, the ministry, and the education of which we are critical, we will have learned from the depths of the heart and mind of H. Richard Niebuhr.

JAMES M. GUSTAFSON

Professor of Christian Ethics
Yale University Divinity School

Memorial Statement

In the death on March 30, 1964, of G. Harold Duling of the Lilly Endowment, Inc., the Association has lost a true friend. Of recent years he has attended our biennial meetings. Even when his health was precarious, he went out of his way to be present at regional gatherings. The staff has always been most cordially welcomed to his office. During the past seven years the total granted by the Lilly Endowment to the AATS has amounted to over half a million dollars, beside which the Endowment has aided other enterprises in which the Association is interested, e.g. faculty scholarships for associate member schools and the Ministry Studies Board, to name but two. At a period in our history when we greatly needed aid and when sponsors who were both able and generous were few, our debt to the Lilly Endowment and its agent, Mr. Duling, has been incalculable.

It is fitting, therefore, that in this biennial meeting we record this indebtedness to them. We express also to Mrs. Duling our sympathy in her loss and our thanks to God for her husband's part in our lives, in a service which transcends death, for his share in which he will justly be long and gratefully remembered.

CHARLES L. TAYLOR

REPORT OF DIRECTORS

What makes a theological school excellent? In answering a European used the word "attack." A school's quality is revealed in its vigorous onslaught on the lethargies that beset all institutions. An American used the word "openness." How aware is the school of the life around it? Are its professors and students alike sensitive to the gigantic struggles of our times, in race relations, education, changing culture, the arts, the family, the unity of mankind, the movement of the Spirit toward the wholeness of the Church? Essentially the two men were in agreement, although the European used the active and the American a more passive term. Either might have said "*aggiornamento*."

I

This report of your Directors could deal either with what the Association has accomplished in the past biennium, try-

ing to keep pace with its excellent schools, or point the way of the future toward what the late Richard Niebuhr called "the line of advance." The record of what already has happened appears to a large extent in other reports that accompany this. May we call your attention, almost by title, to the following items?

1. The new constitution has been designed with the hope of increasing the number of participants in our decision-making boards and enabling the will of the members of the Association to be more fully reflected in its government.

2. A recent letter bears witness to the value of the ATLA Library Development Program and might have been written in almost any one of the more than eighty participating schools.

"This \$3,000 grant, repeated for these three straight years, has been a most wonderful help to our library and to our whole educational program. . . . Some of this money has gone for items that were too expensive for us on our spartan diet of other years, but the bulk . . . has been 'bread and butter' . . . that helped to fill our lean shelves.

"I don't believe anyone on our campus: administrator, faculty member, library staff—would ever dream of going back to our former level of book and periodical spending. . . . We have had the greater gift of seeing how much we can do for ourselves."

3. Quietly, helpfully, superbly, the Commission on Faculty Fellowships provides the kind of external stimulus for theological professors that so much concerned the writers of *The Advancement of Theological Education*. For the financial support of this and the preceding program the AATS can hardly exaggerate its indebtedness to the Sealantic Fund, Inc.

4. Toward the improvement of teaching a conference of about twenty-four theological professors and administrators was held in June 1963 at Bloomfield Hills, Michigan, and will be held in June 1964 and 1965. The good effects of the 1963 meeting have been apparent throughout this past year.

5. Again without noise, but to the lasting benefit of the schools, visiting teams have been at work, 6 in 1962-63, 5 in 1963-64. The Executive Committee has voted into the regular budget of the Association an item for the continuation of this service.

6. We await with keen anticipation the publication of the Bridston-Culver report on Pre-Seminary Studies and

7. The Feilding report on Education for the Practice of the Parish Ministry. Resources for these programs 4-7 have been provided by the Lilly Endowment, Inc., whose representative, Mr. G. Harold Duling, we miss today and whose contribution to the Association over the past seven years is recorded in another place in this meeting.

8. From the Booth-Ferris Foundation to the Fund for Theological Education has come a grant of \$45,000 for help in the enlistment of persons for theological schools and the ministry.

9. May we also mention for the record the recent publication of books which we feel useful as we strive for a clearer picture of the man we prepare for a too vaguely defined calling in too ambiguous a church in too confused a world:

Johnson, R. C., (ed.), *The Church and Its Changing Ministry*

Coburn, J. B., *Minister, Man in the Middle*

Wagoner, W. D., *Bachelor of Divinity*

Bridston, K. R. and Culver, D. W., (eds.), *The Making of Ministers*

10. The AATS *Directory 1964* has already been circulated not only to our membership but to about 1,000 counselors of students in colleges and elsewhere.

II

It would not be difficult for the staff to babble on about the work of the AATS office in the past biennium. We could mention developments in some of the member schools; or we could tell of our travels, of the kind of questions put to us, of our conversations with trustees, with representatives of denominations, and with perplexed or perceptive administrators. But St. Paul says he speaks as a fool when he is boastful, and that if he must boast, he will boast of the things that show his weakness. . . .

"Contrast

The petty done, the undone vast."

In the balance of this summary, therefore, we mention ways in which we hope that the Association may furnish

assistance to the schools as they in turn pursue the "line of advance."

1. The Executive Committee has approved the calling of a third man to the work of the office and the search for him has begun. It took this action partly because of the increased counseling asked of the present two men, partly because of new activities about to be mentioned, and partly in the light of the Director's coming retirement in 1966, or possible curtailment of staff activity before. There are sufficient financial resources to insure that membership dues, even if the budget should be increased by 30%, will not be raised for the next three, and perhaps five, years.

2. Among the new services, in which the new man will either share or for which he will release other's time, is the publication of a quarterly journal designed to reach the 1,700 and more teachers in theological schools. The first number may contain the addresses of this biennial meeting, which otherwise might not circulate far beyond administrators' desks. At least there are many subjects pertaining to the improvement of theological education which should have wide circulation through this medium. The Lilly Endowment, Inc. has sponsored this for a three-year period.

3. The same generous source has provided money for a study of the Teaching of Biblical Languages. What are the facts about the present situation? Do the results justify the amount of time and attention that seminary students give to these? What is it that students who lack them miss? How do ministers use them over the years? What new techniques of language teaching could profitably apply? How could the problem of time be met by pre-seminary language teaching or summer courses before their junior year? The staff is now searching for the right man to undertake this investigation and welcomes suggestions.

4. Research is ever a problem. The telephone rings: which schools give honorary D.D. degrees? Where can we find a model seminary constitution and bylaws? How shall we deal with problems caused by "late vocations" or applications of older men for admission? Where is the best theological education of the laity taking place? Who teaches marriage counseling? What are the merits and demerits of theses, of comprehensive exams? How can we best help the ongoing education of ministers in our neighborhood? Where

can we find a professor of the history of religion? Are schools which have provided dormitories for married students satisfied, or was this a mistake? So on *ad infinitum*. To some of the questions we have gradually accumulated answers, but one of the principal reasons for additional staff is that we may move more rapidly toward adequate data on important items that are still perplexing the theological educational world; e.g.:

(a) the best possible relationship between the theological school and others of its own or other denominations, between the school and universities and other professional schools. Does each seminary in its institutional life preach effectively the gospel it thinks it teaches in its classrooms?

(b) closely allied with this, where should schools be located or relocated?

(c) again related—where do rising costs, or specifically the cost per student, of a school suggest that its work could be accomplished better in some other way? Must a school be forced by financial necessity into solutions of problems which could better be solved if the school acted while it still had room and freedom to pursue various options?

(d) and if the Lord intends for His Church that the branches of it called Catholic, Protestant, and Orthodox should draw ever closer into the One Body, then is not the theological seminary a point of great significance? Can we look far enough ahead to avoid mistakes in stone and brick that perpetuate our sins? Can we imagine what excellent theological education might mean even two decades ahead, and work toward it?

(e) how can we fill the word "commencement" with meaningful content, and send into the ministry a life-long learner rather than one who has "graduated" from serious study for the rest of his days?

5. Advancement might come, and by God's grace will come, by many an avenue. (We have touched on only a few in the course of this report, leaving to one side the perplexing problems of field education and its supervision, the possibility of securing corporate support for corporate enterprises, the likelihood or unlikelihood of increased enrollments, the presentation of the seminary to the church as an instrument of the church's essential work rather than an unknown and ignored appendix, etc.) Who expected two decades ago the

renewed effort to emancipate the Negro that has reached such proportions after one hundred years? Does this effort find a proper response in seminaries? Who foresaw Pope John and Pope Paul? Are they reflected in Protestant seminaries? Thus we revert to the point at which we began. We intend not to fall asleep over that insidious drug, "the potion of self-esteem," but as an association as a whole and in all our parts, to respond to the free winds of the Spirit. This we believe to be a chief point in the heritage left us by Richard Niebuhr, whom we gratefully remember before God now that his physical presence is lost to us, and the instruction of our Lord Himself.

CHARLES L. TAYLOR

JESSE H. ZIEGLER

REPORT OF THE COMMISSION ON ACCREDITING

1. *Members 1962-64:*

Dean Lawrence Rose, Chairman, Messrs. Walter Harrelson, Charles F. Kraft, Robert V. Moss, Jr., Gordon E. Jackson, C. Douglas Jay, and the officers: Stanley B. Frost, Alvin N. Rogness, Olin T. Binkley, Walter N. Roberts, and Jas. A. Jones.

2. *Meetings:*

June 11-12, 1962, December 13-14, 1962, December 5-6, 1963, June 8-9, 1964. At the December 5-6, 1963 meeting, Mr. Wm. K. Selden of the National Commission on Accrediting met with the Commission, which discussed with him (a) the relation between the AATS and AASRE, (b) the problem raised by a theological school which seeks regional accreditation but fails to meet AATS standards, and (c) the advisability of submitting the substantive part of the report of inspection teams to the school inspected before making the report to the Commission.

3. *The following schools have been accredited:*

In December, 1962—California Baptist Theological Seminary, Philadelphia Divinity School of the Protestant Episcopal Church.

In December, 1963—Concordia Seminary, St. Louis, North Park Theological Seminary.

In June, 1964—Mennonite Biblical Seminary, Midwestern Baptist Theological Seminary, Saint Paul School of Theology—Methodist.

4. *Inspection teams were authorized to investigate and report upon:*

California Baptist Theological Seminary, June, 1962

Philadelphia Divinity School, June, 1962

Concordia Seminary, St. Louis, December, 1962

North Park Theological Seminary, December, 1962

Gordon Divinity School, December, 1962

Mennonite Biblical Seminary, December, 1963

Midwestern Baptist Theological Seminary, December, 1963

Saint Paul School of Theology—Methodist, December, 1963

Anderson College and Theological Seminary, June, 1964

Pacific Lutheran Theological Seminary, June, 1964

5. *The sending of schedules was authorized as follows to:*

Central Lutheran Theological Seminary, June, 1962

(with advice to delay their submission)

Concordia Seminary, St. Louis, June, 1962

North Park Theological Seminary, June, 1962

Midwestern Baptist Theological Seminary, June, 1962

Gordon Divinity School, June, 1962

Mennonite Biblical Seminary, December, 1962

Saint Paul School of Theology—Methodist, December, 1962

Anderson College and Theological Seminary, December, 1963

(with advice to delay their submission)

Pacific Lutheran Theological Seminary, December, 1963

Methodist Theological School in Ohio, June, 1964

6. *Probation was imposed upon:*

Meadville Theological School, June 12, 1962, to May 31, 1964, "in order to give it time to make a satisfactory ad-

justment to the new conditions obtaining consequent on the dissolution of the Federated Faculty."

Biblical Seminary in New York, for 24 months beginning December 14, 1962.

7. *Probation was lifted from:*

Meadville Theological Seminary, June, 1964

8. *Regarding transfer of accreditation* the following action was taken June 8-9, 1964:

The newly incorporated Lutheran School of Theology at Chicago shall enjoy the accreditation previously enjoyed by the two merging schools, Augustana Theological Seminary, Rock Island, Illinois, and the Lutheran Theological Seminary at Maywood, Illinois. Its School of Missions is recognized as an integral part of the school, and as such is accredited.

9. *Notations were imposed upon:*

Biblical Seminary in New York 6.1

Bexley Hall 1.1

California Baptist Theological Seminary 1.2

Concordia Seminary, St. Louis 6.3

Emmanuel College 1.1

Mennonite Biblical Seminary 4.7, (new system)

See § 10

Midwestern Baptist Theological Seminary 4.8, 6.1,
(new system) See § 10

Trinity Faculty of Divinity 9.2, 9.3, (new system)
See § 10

Notations were removed from:

Emmanuel College 4.1, June, 1962

Berkeley Baptist Divinity School 4.1, December, 1962

Howard University School of Religion 4.1

New Orleans Baptist Theological Seminary 1.1

Southwestern Baptist Theological Seminary 1.3

Asbury Theological Seminary 7.2, December, 1963

Biblical Seminary in New York 4.1

Christian Theological Seminary 1.2

Church Divinity School of the Pacific 1.1

Knox College 1.1, 2.1, 4.1

Luther Theological Seminary 2.2

Lutheran Theological Southern Seminary 4.1, 4.2

McMaster Divinity College 1.3
Moravian Theological Seminary 4.2
Phillips University Graduate Seminary 1.2
Southeastern Baptist Theological Seminary 2.2
Trinity College Faculty of Divinity 4.1
Biblical Seminary in New York 9.1, (new system)
See § 10, June, 1964

10. *Revision of Notations*

During the biennium a committee consisting of Messrs. Walter N. Roberts, Walter Harrelson, and Jesse H. Ziegler has proposed a new set of notations to bring these into closer conformity to the revised standards. These proposals have been adopted (December 6, 1963) to be put into effect June 12, 1964. They incorporate notations for Christian education programs.

Another committee, consisting of Messrs. Walter Harrelson, C. Douglas Jay, and Jesse H. Ziegler, prepared notations regarding master's and doctor's programs which were adopted June 9, 1964.

11. *Endorsement Request: (December, 1962)*

In reply to the inquiry from the Israel-American Institute of Biblical Studies, the Commission on Accrediting states that it cannot give or withhold endorsement of programs of educational institutions to which member schools may from time to time send students for credit courses, but leaves the schools to evaluate for themselves such institutions and programs. The Commission, however, reserves the right to inquire into the validity of any institution or program of which a member school is making considerable use.

This brief résumé of the Commission's actions at its four meetings gives little indication of the immense amount of staff work that lies behind the Commission's decisions. The Commission would record its gratitude to the Executive Director and his associates, and confess that fulfilment of the Commission's responsibilities to the member schools of the Association could not possibly be accomplished without the intimate knowledge and careful preparation they bring to each meeting.

LAWRENCE ROSE, *Chairman*

REPORT OF THE TREASURER AND AUDITORS

The fiscal year of this Association runs from July 1 to June 30, following which an audit is made and a report given to each member of the Executive Committee. In the even-numbered years a further audited report is prepared for each biennium.

The Treasurer's reports for the year 1961-62, and for the biennium 1960-62, after auditing, were approved by the Executive Committee December 14, 1962. (Cf. *Bulletin* 25, pp. 75-88)

The Treasurer's audited report for the year 1962-63 was approved by the Executive Committee December 6, 1963.

At the biennial meeting in Fort Worth on June 10, 1964, the Treasurer gave a detailed report. (Cf pp. 33-40 "Program and Reports, 24th Biennial Meeting, AATS") The complete figures for the entire biennium July 1, 1962-June 30, 1964 have been audited and appear on the following pages, together with a brief statement by the auditors describing the accounts the Association holds and their current condition.

WALTER N. ROBERTS, *Treasurer*

BATTELLE & BATTELLE

CERTIFIED PUBLIC ACCOUNTANTS

Members of the American Institute of Certified Public Accountants

1785 Big Hill Road

Dayton 39, Ohio

AUDITOR'S OPINION

The American Association of Theological Schools
Dayton, Ohio

We have examined the balance sheet of The American Association of Theological Schools as of June 30, 1964 and the related statements of receipts and disbursements for the two years ending June 30, 1963 and June 30, 1964. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion the accompanying balance sheet and statements of receipts and disbursements present fairly the financial position of The

American Association of Theological Schools at June 30, 1964, and the results of its operations for the two years ending with that date, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding period.

BATTELLE & BATTELLE

August 28, 1964

BATTELLE & BATTELLE

CERTIFIED PUBLIC ACCOUNTANTS

Members of the American Institute of Certified Public Accountants

1785 Big Hill Road

Dayton 39, Ohio

August 28, 1964

The American Association of Theological Schools
Dayton, Ohio

Gentlemen:

The data reflecting the operations of the Association for the two year period ended June 30, 1964 are presented in the attached statements together with the summary of its financial position as of the closing date. It will be noted in Exhibit A that the accounts are segregated to reflect the assets now held in the various funds with offsetting identical balances showing the liabilities and remaining capital in each case. The operating statements summarize the transactions on each account for the two year period to result in the remaining balance of the individual funds.

The original grant from the Sealantic Fund, Inc., \$225,000, was for the purpose of providing the expense of administration of the Association for a ten year period. The two years ended June 30, 1964 therefore have been credited with \$45,000 as shown in Exhibit B, with two years remaining at this date. Operations have been somewhat more favorable than anticipated, the balance in the current budget account being \$71,221.

The remaining funds arise from grants from the Sealantic Fund, Inc. and Lilly Endowment, Inc. and are used for faculty fellowships, senior honors awards, regional conferences, visitation programs, seminary teaching development, publications, and other projects. The cash requirements for these activities have been provided in advance thru these generous donations, in which case investments have been made by the Winters Bank and Trust Company of Dayton, Ohio as trustee. The income from such investments is shown in the various exhibits, together with considerable detail as to the expense applicable to each project.

Yours very truly,

BATTELLE & BATTELLE

THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS

EXHIBIT A

BALANCE SHEET AS AT JUNE 30, 1964

ASSETS

CURRENT BUDGET FUND ASSETS

Petty cash fund	\$	50.00	
Cash in bank—office fund		2,919.67	
Cash in bank—restricted fund		382.98	
Cash held by trustee		519.00	
Air travel deposit		425.00	
Investments	112,271.99		\$116,568.64

FACULTY FELLOWSHIP FUND ASSETS

Cash in bank—office fund	\$	605.77	
Cash in bank—restricted fund		516.26	
Cash held by trustee		12.92	
Investments	151,537.08		\$152,672.03

LILLY ENDOWMENT, INC. FUND ASSETS

Cash in bank—office fund	\$	2,427.22	
Cash in bank—restricted fund		695.51	
Cash held by trustee		42.11	
Investments	41,701.88		\$ 44,866.72

PRE-SEMINARY STUDY FUND ASSETS

Cash in bank—office fund	\$	194.84	
Cash in bank—restricted fund		280.30	
Cash held by trustee		124.07	
Investments	3,925.60		\$ 4,524.81

PRACTICE OF THE PARISH MINISTRY FUND ASSETS

Cash in bank—office fund	\$	243.37	
Cash in bank—restricted fund		3,598.48	
Cash held by trustee		190.00	
Investments	12,000.00		\$ 16,031.85

LIBRARY ASSOCIATION—MICROTEXT FUND ASSETS

Cash held by trustee	\$	161.21	
Investments	64,822.53		\$ 64,983.74

LIBRARY ASSOCIATION—INDEX FUND ASSETS

Investments			\$ 9,827.17
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LIBRARY ASSOCIATION—LIBRARY DEVELOPMENT FUND ASSETS

Cash in bank—restricted fund	\$	11,170.03	
Cash held by trustee		911.71	
Investments	101,758.50		\$113,840.24
Total assets			\$523,315.20

LIABILITIES

CURRENT BUDGET FUND

Employee payroll taxes withheld		\$	347.19	
Retained balances—Exhibit B				
Contributions—				
Sealantic Fund	\$ 45,000.00			
Balance in operating				
accounts	71,221.45	116,221.45	\$116,568.64	

FACULTY FELLOWSHIP FUND

Retained balance of contributions—Exhibit C	\$152,672.03
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LILLY ENDOWMENT, INC. FUND

Retained balance of contributions—Exhibit E	\$ 44,866.72
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PRE-SEMINARY STUDY FUND

Retained balance of contributions—Exhibit F	\$ 4,524.81
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PRACTICE OF THE PARISH MINISTRY FUND

Retained balance of contributions—Exhibit G	\$ 16,031.85
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LIBRARY ASSOCIATION—MICROTEXT FUND

Retained balance of contributions—Exhibit H	\$ 64,983.74
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LIBRARY ASSOCIATION—INDEX FUND

Retained balance of contributions—Exhibit I	\$ 9,827.17
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LIBRARY ASSOCIATION—LIBRARY DEVELOPMENT FUND

Retained balance of contributions—Exhibit J	\$113,840.24
Total liabilities	\$523,315.20

EXHIBIT B

CURRENT BUDGET FUND RECEIPTS AND DISBURSEMENTS

Two Years Ended June 30, 1964

RECEIPTS	Two years ended June 30, 1964	
	Budget	Actual
Annual dues from members	\$ 74,200.00	\$ 77,686.73
Income from sale of bulletins, library materials, etc.	1,500.00	1,728.69
Interest income	7,500.00	7,454.13
Gain on redemption sale or exchange of investments	1,000.00	1,524.78
Totals	\$ 84,200.00	\$ 88,394.33
DISBURSEMENTS		
Executive director—Salary	\$ 26,000.00	\$ 26,000.00
—Residence allowance	6,000.00	6,000.00
—Pension expense	6,000.00	5,970.35
Associate director—Salary	22,000.00	22,000.00
—Residence allowance	4,800.00	4,800.00
—Pension expense	4,400.00	4,020.51
Secretarial salaries	17,000.00	17,082.94
Travel	4,000.00	2,799.81
Rent	5,000.00	5,151.50
Printing	6,000.00	4,486.75
Inspection fees		232.21
Telephone and telegraph	1,000.00	876.85
Stationery	4,800.00	4,626.48
Insurance	1,100.00	35.07
Office equipment and improvements	1,200.00	1,051.33
Repairs and maintenance	600.00	275.62
Executive committee	4,000.00	3,598.80
Biennial meeting	2,250.00	1,136.91
Commission on Accrediting	2,500.00	3,114.22
Commission on Research and Counsel	2,500.00	2,169.12
Commission on Financial Affairs	750.00	— 0 —
Committee on Advanced Studies	1,000.00	— 0 —
Representative to ATLA	500.00	276.02
Provision for visiting teams	1,000.00	1,000.00
FICA tax	600.00	582.95
Accounting	2,600.00	2,035.00
Dues	600.00	600.00
Trustee fees—Winters National Bank & Trust Co.	500.00	380.86
Miscellaneous and non-recurring	1,000.00	554.02
Totals	\$129,700.00	\$120,857.32
EXCESS OF DISBURSEMENTS	(45,500.00)	(32,462.99)

RETAINED EARNINGS

	Total	Sealantic Grant	Balance in Operating Accounts
Balance July 1, 1962	\$148,684.44	\$ 90,000.00	\$ 58,684.44
Excess of disbursements (above)	(32,462.99)		32,462.99
Net	116,221.45		26,221.45
Sealantic Fund Grant applicable to two years		(45,000.00)	45,000.00
Balance June 30, 1964	\$116,221.45	\$ 45,000.00	\$ 71,221.45

EXHIBIT C

FACULTY FELLOWSHIP FUND

Two Years Ended June 30, 1964

RECEIPTS

Grants from Sealantic Fund, Inc. for 1963-64 and 1964-65	\$300,000.00
Interest income	6,293.66
Loss on redemption sale or exchange of investments	(158.75)
Total	\$306,134.91

DISBURSEMENTS

Expenses:	
Meetings	\$ 2,394.23
Trustee fees—Winters National Bank & Trust Co.	314.64 \$ 2,708.87

Awards:

1962-63 program	
Original awards	\$151,200.00
Add: Awards to participants added to the program	2,000.00
Net awards	153,200.00
Less: Awards disbursed prior 6-30-62	1,000.00
	152,200.00
Add: Awards disbursed after 6-30-63	1,500.00
1962-63 awards disbursed	\$153,700.00

1963-64 program	
Original awards	\$151,050.00
Less: Awards to participants who withdrew from the program	685.00

1963-64 Awards		
disbursed	\$150,365.00	
Total awards disbursed		\$304,065.00
Total disbursements ..		\$306,773.87

EXCESS OF DISBURSEMENTS—to

retained balance of contributions		(\$638.96)
Retained balance of contributions—		
June 30, 1962		153,310.99
Retained balance of contributions—		
June 30, 1964		\$152,672.03

EXHIBIT D

LILLY ENDOWMENT, INC. FUND

Two Years Ended June 30, 1964

RECEIPTS

Grants from Lilly Endowment, Inc.	\$ 30,500.00
Interest income	3,175.48
Loss on redemption, sale or exchange of investments	(307.50)
Total	\$ 33,367.98

DISBURSEMENTS

Senior honors		
Awards 1962-63	\$ 31,375.00	
Awards 1963-64	525.00	
Regional conferences		
Seminary Staff Officers—1961-62	\$ 100.00	
Directors of Field Work—1962-64	328.96	428.96
Professors of Bible—1962-63	6,279.47	
Professors of Theology-1962-63	5,011.90	11,291.37
Visitation program		
1962-63		3,945.35
1963-64		3,013.80
Seminary teachers growth and development		7,500.00
Conference of Seminary Professors in 1964		4,330.79
Study of the Teaching of Biblical languages		19.00
Trustee fees—Winters National Bank & Trust Co.		158.78
Total		\$ 62,588.05

EXCESS OF DISBURSEMENTS—to

retained balance of contributions—Exhibit E—		
Col. 3 and 4		(29,220.07)

THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS

EXHIBIT E—LILLY ENDOWMENT, INC. FUND

ANALYSIS OF RETAINED BALANCE OF CONTRIBUTIONS

June 30, 1964

	Balance 6-30-62	Adjustments	Two years ended 6-30-64 Exhibit D		Balance 6-30-64
			Receipts	Disbursements	
Senior honors					
1959-60	147.13	(147.13) (1)	—	—	—
1960-61	246.37	(246.37) (1)	—	—	—
1961-62	(22.77)	(22.77) (1)	—	—	—
1962-63	32,750.00	(144.59) (1)	31,900.00	705.41	705.41 (5)
Regional conferences					
1959-60	(23.01)	23.01 (2)	—	—	—
1960-61	3,066.89	(1,314.38) (2)	—	1,752.51	—
1961-62	1,594.43		428.96	1,165.47	—
1962-63	10,000.00	1,291.37 (2)	11,291.37	—	2,917.98
Visitation					
1960-61	3,911.50		2,013.80	1,897.70	—
1961-62	2,917.23			2,917.23	—
1962-63	9,000.00		3,945.35	5,054.65	—
1963-64		1,000.00 (3)	1,000.00	—	9,869.58
Seminary teachers growth and development	7,500.00		7,500.00	—	—
Consultation on clinical training	(58.84)	58.84 (4)	—	—	—
Conference of Seminary Professors in 1964			5,500.00	4,330.79	1,169.21
Publication of a quarterly journal			10,000.00	10,000.00	—
Study of the teaching of Biblical languages			15,000.00	19.00	10,000.00
Accumulated income from investments	2,573.18	(58.84) (4)	2,867.98	158.78	14,981.00
Totals	73,602.11	484.68	33,367.98	62,588.05	5,223.54 (5)
				44,866.72	44,866.72

Note 1—Expenses of meetings to consider ways of financial aid to theological students was applied against senior honors balance.

Note 2—Prior years regional conferences balances applied to 1962-63 regional conference deficit per action of Executive Committee December, 1962.

Note 3—Applied towards visiting teams from current budget per action of Executive Committee December, 1963.

Note 4—Accumulated income applied to consultation on clinical training deficit.

Note 5—Balances in senior honors and accumulated income from investments applicable to purposes consistent with the intention of the Lilly Endowment, Inc.

EXHIBIT F
PRE-SEMINARY STUDY FUND
Two Years Ended June 30, 1964

RECEIPTS

Grant from Lilly Endowment, Inc.....	4,300.00
Return of unused remittances	746.59
Interest income	1,053.34
Loss on redemption, sale or exchange	(181.25)
Total	5,918.68

DISBURSEMENTS

Directors—Salary	30,833.34
—Pension	1,186.68
Remittances for office	13,000.00
Secretarial salaries	280.00
Pre-seminary meetings	1,555.16
FICA tax	35.20
Trustee fees—Winters National Bank & Trust Co.	52.67
Total	46,943.05

EXCESS OF DISBURSEMENTS—to retained

balance of contributions	(41,024.37)
Retained balance of contributions—June 30, 1962.	45,549.18
Retained balance of contributions—June 30, 1964.	4,524.81

EXHIBIT G
PRACTICE OF THE PARISH MINISTRY (1)
Two Years Ended June 30, 1964

RECEIPTS

Interest income	2,967.32
Gain on redemption, sale or exchange of investments...	235.32
Total	3,202.64

DISBURSEMENTS

Directors—Salary	24,550.00
—Pension	2,844.27
Remittances for secretary, office, travel and current expenses	13,300.00
Parish ministry meetings	406.63
Trustee fees—Winters National Bank & Trust Co.	148.37
Total	41,249.27

EXCESS OF DISBURSEMENTS—to retained

balance of contributions	(38,046.63)
Retained balance of contributions—June 30, 1962.	54,078.48
Retained balance of contributions—June 30, 1964.	16,031.85
Note 1—official title of former Practical Training Fund	

EXHIBIT H
LIBRARY ASSOCIATION—MICROTEXT FUND
Two Years Ended June 30, 1964

RECEIPTS

Interest income	4,591.84
Loss on redemption, sale or exchange of investments.. (	118.13)
Total	4,473.71

DISBURSEMENTS

Trustee fees—Winters National Bank & Trust Co....	229.58
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EXCESS OF RECEIPTS—to retained

balance of contributions	4,244.13
Retained balance of contributions June 30, 1962	60,739.61
Retained balance of contributions June 30, 1964	64,983.74

EXHIBIT I
LIBRARY ASSOCIATION—INDEX FUND
Two Years Ended June 30, 1964

RECEIPTS

Interest income	721.79
Gain on redemption, sale or exchange of investments....	20.00
Total	741.79

DISBURSEMENTS

Remittances to American Theological	
Library Association	1,500.00
Trustee fees—Winters National Bank & Trust Co....	44.42
Total	1,544.42

EXCESS OF DISBURSEMENTS—to retained

balance of contributions	(802.63)
Retained balance of contributions—June 30, 1962	10,629.80
Retained balance of contributions—June 30, 1964	9,827.17

EXHIBIT J
LIBRARY ASSOCIATION—LIBRARY DEVELOPMENT
FUND

Two Years Ended June 30, 1964

RECEIPTS

Grants from Sealantic Fund, Inc.	460,750.00
Interest income	3,815.86
Total	464,565.86

DISBURSEMENTS

Disbursements to accredited seminaries	484,285.00
Trustee fees—Winters National Bank & Trust Co.	190.79
Total	484,475.79

EXCESS OF DISBURSEMENTS—to retained

balance of contributions	(19,909.93)
Retained balance of contributions June 30, 1962	133,750.17
Retained balance of contributions June 30, 1964	113,840.24

REPORT OF THE COMMISSION ON FACULTY FELLOWSHIPS

On June 28, 1961, the Trustees of the Sealantic Fund stated their intention to continue support for a second five year period to the Faculty Fellowship Program, and allocated the sum of \$750,000 for it. Your Commission wishes to record here in the name of the Association, its gratitude for this thoughtful and generous grant, and testify to the Trustees that the benefits of this continued support are large, evident, and of incalculable value to the work of theological education in North America. In February of 1964 the Commission was able to award grants to 47 nominees, in the amount of \$150,000. (Subsequently four have withdrawn; five alternates have been included in the 1964-65 list.) The Commission must add, however, that if the program is to continue beyond 1966-67 steps must be taken within the coming biennium to secure further resources.

The task given this Commission is a delicate and exacting one. The funds at our disposal remain constant; the number of persons nominated for grants rises steadily. And rising, too, is the documented competence of nominees, and the interest, the clarity, and the significance of study-proposals. The Commission has attempted in these situations "to do justly, . . . and walk humbly . . ." but can make no claim to have exceeded normal performance under that counsel. Our labors have been often sweetened by expressions of gratitude from persons who have received grants; and at no time has our judgment been so faulty as to have evoked outrage.

Among the many benefits of the program two have been notably clear in the biennium now closing: (a) the program has so stimulated programs for sabbatical leaves in our schools that by 1964 nearly all eligible schools have, in one year or another, submitted nominations, and (b) the tabulation of grants discloses a gratifying spread among fields of study and among the several denominations. Awards for 1964-65 have gone to fields as follows: Biblical 11, theological 15, historical 12, practical 10; and the recipients are from 18 denominations. This extraordinary distribution is the more remarkable inasmuch as there has been no calculated effort to achieve a balance in respect to fields or denominations. The primary consideration in granting awards

is the qualifications of the nominee, the clarity and the significance of the proposal, and the prospect of a successful completion of what is proposed.

The Commission is convinced that absolutely rigid rules of procedure would be inappropriate to the changing needs, fresh tasks, quite novel problems that characterize the enterprise of theological education in our schools. We have stated criteria for our awards, and we have attended to these. If, however, a decade of accumulated experience should suggest a fresh formulation of stated criteria, the Commission should, we feel, be free to do that. During the biennium we have made operating decisions when confronted by facts requiring clarification, or change of policy. The following should be noted:

a. A school may not submit more than two nominations in any one year, except that if a school's faculty numbers 25 full-time teachers or more, a third nomination may be submitted.

b. The norm is a full academic year plus one summer. Only in special cases will a nomination be considered for a shorter period of one semester or two quarters (depending upon the system used in the nominating school) plus a summer.

c. Fellows of the program are strongly advised against accepting any teaching assignment during the period of their grant. If, however, and for an instance a study-proposal were to be carried forward in an overseas mission-school in which some classroom experience was manifestly germane to the project, a maximum of three hours per week in such circumstances would not be considered a violation of the terms of the grant.

The time schedule adopted for the next operating year of the program is as follows:

Mailing of announcement of fellowships—October 1, 1964

Deadline for filing applications—December 15, 1964

Subcommittee meeting—January 9, 1965

Meeting of the Commission—February 5-6, 1965

Respectfully submitted,

JOSEPH SITTLER, *Chairman*

REPORT OF THE COMMISSION ON RESEARCH AND COUNSEL

This report is divided into three sections. The first deals with the continuing projects, programs, and activities that were initiated prior to this biennium. The second reports on matters initiated during this two-year period. The third notes some of the matters under discussion on which preliminary exploration has been done.

Continuing Programs

Visiting Teams. This program of appraisal visits to individual schools, upon their request, supported by a Lilly Endowment grant, had chalked up by 1962 a total of 61 visits in its first four years. Two years ago it was plain that the peak period of need, quantitatively speaking, had passed. In this biennium it has become clear, however, that the continuation of this program into the indefinite future, on a much reduced scale of numbers, is very important for particular schools. During this biennium there have been 11 visits, and it seems likely that between four and eight visits each year for the immediate future will be desirable.

Happily, there is still available in the financial account for this program a sum slightly less than ten thousand dollars. Our Commission has proposed that the Association budget annually for some years ahead an amount of approximately one thousand dollars per year, while also drawing, as need be, upon the nest egg currently available. If this action is taken, it would seem to make possible the continuation of this program for several years ahead, at nominal cost to the Association's regular budget, and according to the probable need. The actual recommendation on this matter will come to you from the Executive Committee in connection with the budget.

Academic Freedom and Tenure. Since the adoption of this report in 1960, member schools have been solicited more than once for further comment. Formal replies from 21 schools indicate that, of the 14 reporting schools with published statements, eleven rely principally upon the pattern of our statement, while three other schools use our statement as virtually their own. None of the reporting schools suggested modification in our statement. The directors re-

port widespread influence of the document on institutional policies. A formal survey of present practices, with information from all schools, ought to be attempted during the next few years, but it does not seem urgent during the forthcoming biennium.

Enrollment Trends. Jesse H. Ziegler has continued to compile these much-valued statements each year. His thoughtful analyses of what the figures probably mean are as important as the figures themselves. The Commission has encouraged him to plan a more authoritative appraisal at the conclusion of a ten-year series of data.

Institutional Relationships of Schools. This study, begun in 1961, is being conducted by Jesse H. Ziegler. It involves two orders of data: first, studying the institutional relation patterns of schools educating people for other professions; and second, securing data from our member schools through personal visit. Dr. Ziegler has combined his visits for this purpose with visits for other purposes in many instances. Data have so far been secured from 56 school visits. Thus the study is significantly under way, but not yet ready to be reported. Its focus is the various patterns of relationship between theological schools on the one hand, and on the other hand universities, colleges, and other theological schools. Its intent is to supply data for proper evaluation of various relational patterns.

Faculty Workshop Program. In June of 1963, the Institute of Advanced Pastoral Studies, Bloomfield Hills, Michigan, with the cooperation of the Association, held a workshop for about 21 faculty members from 12 theological schools. The workshop was directed by Reuel L. Howe, with Jesse H. Ziegler serving as a consultant. This effort was felt to be so successful that funds were requested for similar ventures in 1964 and 1965. The additional funds needed have generously been made available to the Association by the Lilly Endowment. This program is regarded as one important step by the Association toward the improvement of teaching in theological schools.

New Programs and Projects

The Feilding Study. The two-year study directed by Charles Feilding was authorized at the previous biennial meeting. Dr. Feilding's early explorations resulted in its

being called a study of "Education for the Practice of the Parish Ministry." During these two years, five interim reports of varying length have been issued. You will hear, at this meeting, a preliminary report from Dr. Feilding. Completion of the final report is scheduled for January of 1965, with publication as soon thereafter as possible.

Committee on Clinical Pastoral Education. With authorization previously given by the Association, during this biennium a Committee on Clinical Pastoral Education was appointed, chaired by Earl H. Furgeson of Wesley Theological Seminary. The Committee met four times during the biennium, and prepared a thoughtful report concerning the relationship of clinical pastoral education programs to theological schools, which was distributed to member schools early in the current year. We anticipate continuing work and deliberation by this Committee under the general aegis of our Commission.

Clinical Pastoral Education Fellowships. Still alive in the consideration of the Lilly Endowment is a proposal, originating in the Commission, for a program of fellowships in clinical pastoral education. Further consideration of this proposal awaits appointment of a Director of Religion in the Lilly Endowment.

RECOMMENDED: That the Association authorize the continuation of the Committee on Clinical Pastoral Education for another biennium in the light of problems in this field.

Faculty Information File. The Commission has recommended that the Association maintain an information file of all full-time faculty members in schools related to the Association. A simple form has been drawn up requesting only information properly a matter of public record. Although there are about 1,700 full-time teachers in member schools, the collecting of the data, and the necessary periodic updating of them, ought not to prove unduly onerous. We advocate approval of this recommendation.

Consultation with Roman Catholic Theological Educators. After requests for counsel had been received from more than one Roman Catholic seminary, our Commission recommended that a small and informal consultation be held with representative Catholic educators. Action on this matter will be reported on elsewhere in this meeting.

Ethics for Faculty Members. Two years ago our report noted the several suggestions received that the Association attempt a statement on the professional ethics of faculty members. During this biennium a committee chaired by J. Robert Nelson did a lot of hard work, producing in the autumn of 1963 a preliminary draft of a statement. Our Commission decided to recommend that, before further work was done by the committee, the preliminary draft should be submitted for critical comment to all member schools. This was done early in the present year, and the comments received are being considered by the committee. Because of the potential importance of this matter, and the manifest wisdom of making haste slowly, we are not making any recommendation to this meeting, except to solicit further comments on either the basic idea or the preliminary draft. Comments are welcomed from individual persons as well as from schools. They may be sent either to the Dayton office or to J. Robert Nelson at Oberlin. Our Commission intends to re-appoint this committee and to request it to continue its labors.

Continuing Education. The Association has been consulted at several stages of the planning for a Consultation on Continuing Education that is to be held later this month under the auspices of Andover Newton Theological School, and the chairmanship of Connolly C. Gamble, Jr. It is hoped that this consultation's findings will offer material that will aid the Association in further consideration of the responsibilities and privileges of theological schools in the field of continuing education.

Matters Under Consideration

Teaching of Biblical Languages. Earlier in the current academic year, our Commission proposed that a study be undertaken of current patterns and methods being used and experimented with in the teaching of the Biblical languages. The actual proposal was drafted by the staff with assistance from experts in this area, was approved by the Executive Committee; and you will hear from others of the Association's success in securing funds for this project. This study seems peculiarly important at the present time, both because of the new interest taken by many schools in requiring or encouraging learning of these languages, and also because of the several experiments in methods of teaching partly

based on general advance in linguistics and the teaching of languages.

Multiple Applications. The Commission and the staff have done preliminary study of the problems incident to multiple applications to theological schools on the part of prospective students. The subject is complex and baffling, and our discussions have not yet hit upon any specific proposal that might give promise of relieving some of the current pressures. We intend to continue trying.

American Association of Pastoral Counselors. An organization under this title was formed in a preliminary way in the spring of 1963, and definitively in the spring of 1964 when a constitution, bylaws, and code of ethics were adopted. After the official documents of this body become available, our Commission plans to examine them from the point of view of theological education. Some theological educators have raised questions concerning this new body at various points: whether it should exist at all, whether its standards are consistent with ordained ministry in the several churches, whether its levels and kinds of membership constitute threats to the practice of ministry and education for ministry, and the like. Others, on the other hand, have pointed to this body as meeting needs responsibly that might otherwise not be met. Our Commission has so far given only preliminary consideration to this matter. To aid our continuing discussion, we solicit comments from schools and individual persons.

Other Items. A number of other matters have been discussed at the three meetings held by the Commission during this past biennium. One concerned the need for an appraisal of literature currently available about the ministry, especially for potential candidates, and reconsideration of a possible obligation in this area on the part of the Association. Several other matters had to do with the Association's possible obligations in relation to theological education across the world. Several proposals for new studies or new organizations, most of them coming from individual persons, were considered in a preliminary way, and passed on to the Executive Committee for further consideration. No positive program recommendations were made on any of these matters.

G. Harold Duling

At a proper point in the biennial meeting, opportunity will be afforded the Association's members to express our collective appreciation of the extraordinary contributions made to the Association over many years by the late G. Harold Duling, until recently Director of Religion for the Lilly Endowment.

Our Commission notes with special gratitude the large number of projects supported by the Lilly Endowment on the recommendation of G. Harold Duling, and with most of the preliminary planning on these matters carried out by our Commission and the Association's staff. The visiting teams, the clinical pastoral education projects, the Feilding study, and many others, would have been impossible without the vision and penetration of G. Harold Duling. Many of us came to know him personally, to respect his discernment, to like his quiet warmth, to welcome the prodding he gave us not to sell short our Association's potentiality and responsibility. We shall miss him.

SEWARD HILTNER
Chairman

**PROCEEDINGS OF THE AMERICAN
ASSOCIATION OF THEOLOGICAL SCHOOLS
IN THE UNITED STATES AND CANADA
TWENTY-FOURTH BIENNIAL MEETING
AT
SOUTHWESTERN BAPTIST THEOLOGICAL
SEMINARY
AND
BRITE DIVINITY SCHOOL
OF
TEXAS CHRISTIAN UNIVERSITY
FORT WORTH, TEXAS
JUNE 10-12, 1964**

**PLENARY SESSIONS OF THE FIRST DAY
June 10, 1964**

Dean Stanley B. Frost convened the twenty-fourth biennial meeting of the American Association of Theological Schools on Wednesday morning, June 10, 1964 at 9:00 a.m. in the Scarborough Chapel of the Southwestern Baptist Theological Seminary, Fort Worth, Texas.

Dr. Frost extended a cordial welcome to representatives of the schools and visitors and introduced Dr. Robert E. Naylor, President of the Southwestern Baptist Theological Seminary, who led in worship.

Dr. Frost presented the Executive Director, the Associate Director, and the elected officers to the Association.

Reports on the activities of the Association during the biennium 1962-64 were received.

The presidential address entitled, "Theologian and Contemporary Thought" was given by Dr. Stanley B. Frost, Dean, Faculty of Graduate Studies and Research, McGill University, Montreal, Canada.

The first formal item of business was the adoption of the revised constitution which had been drafted by the Committee on the Revision of the Constitution, reviewed in the twenty-third biennial meeting, revised in accordance with a discussion at the twenty-third biennial meeting, and dispatched on February 1, 1964 to the administrative heads of

the member schools with the call to the twenty-fourth biennial meeting. (Cf. p. 49-55, 67.)

It was voted to restrict debate on the revised constitution to amendments submitted to the Executive Director's office by May 15, 1964.

Dean Joseph D. Quillian, Jr. moved the adoption of the revised constitution. The motion was seconded by Dean Cushman and *passed*.

The Association considered the amendment of the revised constitution proposed by Bangor Theological Seminary. Dean Mervin M. Deems moved the addition of the following sentence after the word "qualify" in Article VI (Cf. p. 53): "at least two of the nine persons shall be representatives of the associate members." The motion *lost* and the amendment did not carry.

President Walter N. Roberts moved to amend section V of the bylaws of the Association by striking the words, "for the 1962-64 Biennium." The motion was seconded and *passed*.

Dean E. D. Henson, Brite Divinity School, was recognized and expressed pleasure to serve with the Southwestern Baptist Theological Seminary as co-hosts to this biennial meeting of the American Association of Theological Schools and invited those in attendance to call upon him for any special assistance.

Dr. Jas. A. Jones presented the report of the Executive Committee (Cf. pp. 67-76) with a supplement to the report as a record of the action of a meeting of the Committee in Forth Worth on June 9, 1964.

After drawing attention to major issues and areas of service with which the Association will be concerned in the advancement of theological education, Dr. Jones moved that the Association employ a third full-time staff member at a salary commensurate with his responsibilities. The motion was seconded and *passed* without negative vote.

Dr. Jones moved the adoption of a document setting forth the basis of agreement with the American Association of Schools of Religious Education which was derived from the work of a joint committee of the AATS and the AASRE, approved by the Commission on Accrediting, and recommended by the Executive Committee to the Association. (Cf. pp. 74-76). The motion was seconded and *passed*.

Dr. Jones moved the adoption of sections 17 and 19 of the supplement to the report of the Executive Committee. (Cf. pp. 73-74). The motion was seconded and *passed*.

Dr. Jones moved the adoption of section 18 of the supplement to the report of the Executive Committee and by standing vote the Association unanimously re-elected Dr. Charles L. Taylor as Executive Director for a term of two years. (Cf. p. 74). In this memorable moment the Association expressed its profound gratitude for Dr. Taylor's creative and constructive leadership in its affairs.

Dr. Jones moved the adoption of the Executive Committee's report as a whole. The motion was seconded and *passed*.

Dr. Frost introduced Mrs. Charlotte Thompson, who was named Administrative Assistant by the Executive Committee in its meeting at Dayton on December 7, 1963, and thanked her for her excellent service to the Association.

The meeting adjourned at 12:10 p.m.

WEDNESDAY AFTERNOON SESSION

June 10, 1964

Dr. Frost reconvened the meeting at 2:05 p.m. and recognized Dr. Jesse Northcutt, Dean of the School of Theology, the Southwestern Baptist Theological Seminary, who expressed the desire of the hosts to be helpful to those in attendance and made announcements regarding travel schedules and available facilities.

Dr. Charles L. Taylor read a memorial minute for H. Richard Niebuhr who died on July 5, 1962 (Cf. pp. 76-77) and a memorial statement for G. Harold Duling who died on March 3, 1964. (Cf. p. 78). With affectionate remembrance of these friends of theological education, the Association stood as a quiet company of fellow-workmen in a common task which transcends death and Dr. Taylor led in prayer.

Dr. Frost appointed the following Committee on Courtesies: Charles F. Kraft, Gurdon C. Oxtoby, and Riley B. Montgomery.

Dr. Charles Taylor presented the report of the Directors. (Cf. pp. 78-83.) After a brief summary of major activities

of the Association during the past biennium, emphasis was placed upon plans for the publication of a new quarterly journal to appear in the autumn of 1964, the potential value of a study of the teaching of Biblical languages which has been approved, and the urgent need for research to secure and interpret data on profound and perplexing issues in theological education in the months and years immediately ahead. The report was received with appreciation and *approved*.

Dr. Alvin N. Rogness gave the report of the Commission on Accrediting, including a record of the actions taken by the Commission June 8-9, 1964. (Cf. pp. 83-86.) The revision of notations was a major aspect of the work of the Commission on Accrediting during the past biennium. A new set of notations compatible with the revised standards and incorporating notations for Christian education programs was adopted December 6, 1963 to be put into effect June 12, 1964.

The revision of notations effective June 12, 1964 was *adopted*. (Cf. pp. 15-19.)

Dr. Rogness moved the adoption of the notations regarding master's and doctoral programs approved by the Commission on Accrediting and transmitted to the Association for consideration and action. (Cf. pp. 18-19.)

By common consent the heading for section N 11 was caused to read "Pertaining to the Master's Degree in Theology."

Dr. Robert E. Cushman moved to amend the proposed notation N 11.5 to read, "This school does not require a thesis or a comprehensive examination for the Master's degree." The motion was seconded and *passed*.

It was voted to *adopt* the proposed notations as modified by the Association.

Upon motion by Dr. Rogness the report of the Commission on Accrediting was *adopted* as a whole.

Dr. Walter N. Roberts gave the report of the treasurer to the Association, including the projected budgets. (Cf. pp. 87-97.) It was moved that the budget for 1964-65 in the amount of \$68,000 and the budget for 1965-66 in the amount of \$86,000 be adopted with authorization to the Executive Committee to make necessary adjustments. The motion was seconded and *passed*.

The Association adopted the report of the Treasurer as a whole and thanked him for his faithful work.

The Executive Director presented a report of the Commission on Faculty Fellowships, (Cf. pp. 98-99) applauded the objectivity and diligence of the members of the Commission, and stated that this year 47 nominees have been awarded grants in the amount of \$150,000.

The Association received and approved the report of the Commission on Faculty Fellowships and requested the Executive Director to express gratitude to the Trustees of the Sealantic Fund for their support of this exceptionally valuable program which has stimulated the intellectual and spiritual growth of teachers.

Dr. J. Robert Nelson summarized the work of the Commission on Research and Counsel (Cf. pp. 100-105) during the past biennium and moved the adoption of the report. The motion was seconded and *passed*.

Dr. Dwight W. Culver gave information concerning the study of pre-seminary education and spoke of the purpose and progress of a research project on the Protestant seminary. The report was received with appreciation.

Miss Wilmina M. Rowland reviewed a consultation on student financial aid and analyzed trends and principles regarding financial assistance to theological students. President H. Leo Eddleman move to extend the time for the discussion of financial aid for theological students ten minutes. The motion was seconded and *passed*.

The meeting adjourned at 4:30 p.m.

WEDNESDAY EVENING SESSION

June 10, 1964

Dr. Alvin Rogness called the meeting to order at 7:30 p.m. and introduced Mr. George W. Webber, Pastor, Group Ministry of East Harlem Protestant Parish, who gave an address on, "The Christian Minister and the Social Problems of the Day."

Following the evening session, President and Mrs. Robert E. Naylor welcomed the delegates to a reception in their home at 4441 Stanley Avenue.

PLENARY SESSIONS OF THE SECOND DAY

Thursday Morning, June 11, 1964

At 9 a.m. the delegates assembled in the Scarborough Chapel for worship led by President Robert E. Naylor.

Dr. John Bright, Professor, Union Theological Seminary in Virginia, was presented to the Association at 9:30 a.m. and gave an address on, "The Academic Teacher and the Practical Needs of the Clergy."

Beginning at 10:45 a.m. seminars were conducted by Dr. Keith R. Bridston and Dr. Dwight W. Culver on Pre-seminary Education and by Professor Charles R. Feilding on Education for Parish Ministry.

THURSDAY AFTERNOON SESSION

June 11, 1964

The meeting was called to order by Dr. Frost at 2:00 p.m.

Dean John E. McCaw read the report of the Nominating Committee. (Cf. pp. 11-12 for officers and members of the Executive Committee.) On behalf of the Executive Committee President Jas. Jones announced nominations to the Commissions and Committees of the Association for the next biennium (Cf. pp. 12-14.)

Dean Penrose St. Amant moved that the persons nominated by the Nominating Committee and by the Executive Committee be elected. The motion was seconded and *passed*.

Mr. Ralph E. Peterson set forth the major concerns and objectives of the Department of the Ministry of the National Council of Churches and introduced Mr. James M. Ault, Dean of Students at the Union Theological Seminary in New York, who spoke with discernment about the recruitment of theological students.

Professor Raymond P. Morris gave the report on the ATLA Library Development Program which has raised not less than two million dollars for books and periodicals for the theological libraries. He announced that an additional grant from the Sealantic Fund, Inc. through the promise of matching funds in an amount up to \$436,750 will make possible the continuation of the program for two additional

years. It is anticipated that the five-year program will add one million volumes to the theological libraries.

The Association thanked Professor Morris for his valuable work and requested him to express the Association's gratitude to the Trustees of the Sealantic Fund.

Dr. Harry A. DeWire, reporting for the Ministry Studies Board, stated that the manual for use with the Theological School Inventory is available and has received wide acclaim.

The Association participated in a discussion of the title of the first professional degree. The Associate Director read a statement prepared by Dr. Walter Harrelson. Dean Jerald C. Brauer explicated the quality, content, and structure of the degrees to be offered by the Divinity School of the University of Chicago. President Ernest C. Colwell outlined problems involved in the formation of educationally sound policies for the schools and described the degrees for theological studies at the School of Theology at Claremont. Dean Penrose St. Amant and Dean Wayne K. Clymer commented on the nomenclature of theological degrees and Professor C. Douglas Jay spoke of theological degree programs with special reference to the theological schools in Canada.

It was moved that the Association refrain from further unilateral action regarding theological degrees until the next biennial meeting of the Association. The motion was seconded.

Dean Cushman offered a substitute motion that the Commission on Research and Counsel examine the materials on the nomenclature of theological degrees and present a report and recommendation to the Association at its next biennial meeting. The motion was seconded and *passed*.

It was moved and *voted* that the agenda be modified by extending the session thirty minutes Friday morning with the understanding that the Association will adjourn at 12 o'clock.

The meeting adjourned at 4:30 p.m.

THURSDAY EVENING SESSION

June 11, 1964

At 7:30 p.m. Dr. J. Robert Nelson, Professor, Oberlin College Graduate School of Theology, gave an address on, "The Seminary—Academy and Chapel."

PLENARY SESSIONS OF THE THIRD DAY

Friday Morning, June 12, 1964

After worship in the Scarborough Chapel led by President Naylor, Dr. Alvin N. Rogness introduced Dr. Sherman E. Johnson, Dean, Church Divinity School of the Pacific, who gave an address entitled, "The Seminary President—Teacher of Students and Confidant of Trustees."

The following report of the Committee on Courtesies was unanimously *adopted*:

On behalf of all who have attended this 24th Biennial Meeting of the American Association of Theological Schools your Committee on Courtesies expresses our profound appreciation, first of all, to our hosts, President Robert E. Naylor of Southwestern Baptist Theological Seminary, and Dean E. D. Henson of Brite Divinity School, for their gracious hospitality in making available the fine facilities of their institutions for this occasion. We are especially indebted to President Naylor for his morning worship hours and to him and Mrs. Naylor for the delightful reception in their lovely home. President Naylor and Dean Jesse Northcutt of Southwestern Baptist and Dean Henson of Brite and their respective staffs have thought of every possible courtesy which could be extended to further the comfort and convenience of their guests, each of whom will long remember their exceptional hospitality.

The special addresses of this meeting have focused our attention provocatively and helpfully upon the tension-bearing concerns of the divided worlds of our seminary life. For memorable stimulation to our common life and thought we are notably indebted to Dean Stanley B. Frost, whose perceptive insight in his presidential address and delightfully good-humored manner in conducting the sessions have contributed largely to the tone and spirit of our assembly. We also owe a special expression of thanks to our lecturers, Pastor George W. Webber, Professors John Bright and J. Robert Nelson, and Dean Sherman E. Johnson, as well as to all of those participants whose contributions have made the program of this meeting very outstanding.

As we conclude these meaningful days together, the

members of the Association once again record our profound gratitude to the Executive Director, the Associate Director, and the staff for their indefatigable preparations for this biennial session, and we reaffirm our confidence in their leadership in the biennium that lies ahead.

At 10:30 a.m. Professor Feilding led a seminar on Education for Parish Ministry, Professors Bridston and Culver spoke on Pre-Seminary Education, and the twenty-fourth biennial meeting of the American Association of Theological Schools adjourned at 12 o'clock.

Respectfully submitted,

OLIN T. BINKLEY,
Secretary

BULLETIN 27

JUNE 1966

**THE AMERICAN
ASSOCIATION OF THEOLOGICAL
SCHOOLS
IN THE UNITED STATES AND CANADA**



534 Third National Building

Dayton, Ohio 45402

Preface

In the certificate of incorporation, the most significant words used to describe the purpose of this Association read "to promote the improvement of theological education." Since 1918 this organization and the conference which preceded it have provided a meeting place for the discussion of problems relating to theological schools and their work, and since 1938 maintained a list of institutions accredited on the basis of standards set by the Association. The AATS is the body recognized by the National Commission on Accrediting as the agency for the accreditation of graduate schools in which students are prepared for Christian ministries. From the beginning it has included schools (colleges) in both Canada and the United States.

Its membership, described in the constitution on pp. 55-61, consists presently of 94 accredited and 46 associate schools. Most of the schools in the U.S.A. and a majority of those in Canada which require for admission an A.B. or its equivalent from an accredited college belong to the Association.

This bulletin is the Association's handbook. In Part I are (a) the lists of members, officers, and members of the various commissions by which the Association carries on its business, (b) its standards and various statements about matters of common interest, and (c) its constitution and bylaws. Part II is the record of the twenty-fifth biennial meeting. The addresses delivered at this meeting will be published in the winter number of the Association's quarterly journal.

"To promote the improvement of theological education," as will appear from a study of these documents, is a complex, difficult, never-ending, constantly changing enterprise. The work will best be forwarded by those who understand it well. The Association therefore seeks wide circulation of this bulletin and its other published or mimeographed materials, copies of which may be obtained by addressing

The American Association of Theological Schools
in the United States and Canada
534 Third National Building
Dayton, Ohio 45402

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PART I

HANDBOOK OF THE AATS

OFFICERS, COMMITTEES, AND COMMISSIONS

1966-68

President

ROBERT V. MOSS, JR., President, Lancaster Theological Seminary, Lancaster, Pennsylvania

Vice-President

ALLIX B. JAMES, Dean, School of Religion, Virginia Union University, Richmond, Virginia

Secretary

JESSE M. TROTTER, Dean, Protestant Episcopal Theological Seminary in Virginia, Alexandria, Virginia

Treasurer

PAUL M. ROBINSON, President, Bethany Theological Seminary, Oak Brook, Illinois

Executive Director

JESSE H. ZIEGLER, 534 Third National Building, Dayton, Ohio

Assistant Director

AUTE L. CARR, 534 Third National Building, Dayton, Ohio

EXECUTIVE COMMITTEE

Ex Officio

PRESIDENT MOSS, DEAN JAMES, DEAN TROTTER,
PRESIDENT ROBINSON

Chairman

ROBERT V. MOSS, JR., President, Lancaster Theological Seminary, Lancaster, Pennsylvania

JOHN C. BENNETT, 1968, President, Union Theological Seminary, New York, New York

ROBERT E. CUSHMAN, 1968, Dean, Duke University Divinity School, Durham, North Carolina

JAMES A. JONES, 1968, President, Union Theological Seminary in Virginia, Richmond, Virginia

CHARLES M. COOPER, 1970, President, Pacific Lutheran Theological Seminary, Berkeley, California

WALTER HARRELSON, 1970, Professor, Vanderbilt University
Divinity School, Nashville, Tennessee

ARTHUR R. MCKAY, 1970, President, McCormick Theological
Seminary, Chicago, Illinois

OLIN T. BINKLEY, 1972, President, Southeastern Baptist
Theological Seminary, Wake Forest, North Carolina

HOWARD W. BUCHNER, 1972, Dean of Divinity, Trinity
College Faculty of Divinity, Toronto, Ont., Canada

J. DANIEL JOYCE, 1972, Dean, Phillips University Graduate
Seminary, Enid, Oklahoma

COMMISSION ON ACCREDITING

Chairman

ALVIN N. ROGNESS, 1970, President, Luther Theological
Seminary, St. Paul, Minnesota

GORDON E. JACKSON, 1968, Dean, Pittsburgh Theological
Seminary, Pittsburgh, Pennsylvania

C. DOUGLAS JAY, 1968, Professor, Emmanuel College of
Victoria University, Toronto, Ont., Canada

RAYMOND P. MORRIS, 1968, Professor and Librarian, Yale
University Divinity School, New Haven, Connecticut

ALLEN W. GRAVES, 1970, Dean, School of Religious Educa-
tion, Southern Baptist Theological Seminary, Louisville,
Kentucky

DAVID L. STITT, 1970, President, Austin Presbyterian Theo-
logical Seminary, Austin, Texas

HARVEY H. GUTHRIE, JR., 1972, Professor, Episcopal Theo-
logical School, Cambridge, Massachusetts

L. DALE LUND, 1972, Dean, Lutheran School of Theology at
Chicago, Chicago, Illinois

HERNDON WAGERS, 1972, Professor, Perkins School of Theo-
logy of Southern Methodist University, Dallas, Texas

COMMISSION ON FACULTY FELLOWSHIPS

Chairman

- DONALD R. HEIGES, 1968, President, Lutheran Theological Seminary, Gettysburg, Pennsylvania
- ROBERT T. HANDY, 1968, Professor, Union Theological Seminary, New York, N.Y.
- RAY C. PETRY, 1968, Professor, Duke University Divinity School, Durham, North Carolina
- GEORGE JOHNSTON, 1970, Professor, McGill University Faculty of Divinity, Montreal, P.Q., Canada
- RICHARD R. NIEBUHR, 1970, Professor, Harvard University Divinity School, Cambridge, Massachusetts
- J. COERT RYLAARSDAM, 1970, Professor, University of Chicago Divinity School, Chicago, Illinois
- A. DURWOOD FOSTER, 1972, Professor, Pacific School of Religion, Berkeley, California
- SARA P. LITTLE, 1972, Professor, Presbyterian School of Christian Education, Richmond, Virginia
- JAMES SELLERS, 1972, Dean, Vanderbilt University Divinity School, Nashville, Tennessee

COMMISSION ON RESEARCH AND COUNSEL

Chairman

- C. ELLIS NELSON, 1970, Professor, Union Theological Seminary, New York, N. Y.
- PAUL H. ELLER, 1968, President, Evangelical Theological Seminary, Naperville, Illinois
- CHARLES FEILDING, 1968, Professor, Trinity College Faculty of Divinity, Toronto, Ont., Canada
- LISTON POPE, 1968, Professor, Yale University Divinity School, New Haven, Connecticut
- GERALD R. CRAGG, 1970, Professor, Andover Newton Theological School, Newton Centre, Massachusetts

- RALPH G. WILBURN, 1970, Dean, Lexington Theological Seminary, Lexington, Kentucky
- E. DALE DUNLAP, 1972, Professor, Saint Paul School of Theology—Methodist, Kansas City, Missouri
- SAMUEL M. KEEN, 1972, Professor, Louisville Presbyterian Theological Seminary, Louisville, Kentucky
- DONALD M. MATHERS, 1972, Professor, Queen's Theological College, Kingston, Ont., Canada

COMMISSION ON CHRISTIAN EDUCATION

Chairman

- C. ADRIAN HEATON, 1970, President, California Baptist Theological Seminary, Covina, California
- WILLIAM F. CASE, 1968, Dean, Saint Paul School of Theology—Methodist, Kansas City, Missouri
- CHARLES E. S. KRAEMER, 1968, President, Presbyterian School of Christian Education, Richmond, Virginia
- D. CAMPBELL WYCKOFF, 1968, Professor, Princeton Theological Seminary, Princeton, New Jersey
- JOE DAVIS HEACOCK, 1970, Dean, School of Religious Education, Southwestern Baptist Theological Seminary, Fort Worth, Texas
- RANDOLPH C. MILLER, 1970, Professor, Yale University Divinity School, New Haven, Connecticut
- BERTHA HARDER, 1972, Professor, Mennonite Biblical Seminary, Elkhart, Indiana
- DAVID W. JEWELL, 1972, Professor, Vanderbilt University Divinity School, Nashville, Tennessee
- ARTHUR C. REPP, 1972, Dean, Concordia Seminary, St. Louis, Missouri

COMMITTEE ON CLINICAL PASTORAL EDUCATION

Chairman

LOWELL G. COLSTON, 1968, Professor, Christian Theological Seminary, Indianapolis, Indiana

C. W. BRISTER, 1968, Professor, Southwestern Baptist Theological Seminary, Fort Worth, Texas

WAYNE K. CLYMER, 1968, Dean, Evangelical Theological Seminary, Naperville, Illinois

JOHN M. GESSELL, 1968, Professor, University of the South School of Theology, Sewanee, Tennessee

DAVID A. KOPPLIN, 1968, Professor, Lutheran Theological Seminary at Philadelphia, Philadelphia, Pennsylvania

COMMITTEE ON STANDARDS FOR A PROFESSIONAL DOCTORATE

Chairman

SEWARD HILTNER, 1968, Professor, Princeton Theological Seminary, Princeton, New Jersey

HENRY B. ADAMS, 1968, Professor, San Francisco Theological Seminary, San Anselmo, California

CHARLES FEILDING, 1968, Professor, Trinity College Faculty of Divinity, Toronto, Ont., Canada

C. ELLIS NELSON, 1968, Professor, Union Theological Seminary, New York, N. Y.

C. PENROSE ST. AMANT, 1968, Dean, School of Theology, Southern Baptist Theological Seminary, Louisville, Kentucky

ERNEST W. SAUNDERS, 1968, Dean, Garrett Theological Seminary, Evanston, Illinois

GIBSON WINTER, 1968, Professor, University of Chicago Divinity School, Chicago, Illinois

EDITORIAL BOARD FOR *THEOLOGICAL EDUCATION*

THOMAS C. CAMPBELL, 1968, Professor, Yale University
Divinity School, New Haven, Connecticut

JOHN B. COBURN, 1968, Dean, Episcopal Theological School,
Cambridge, Massachusetts

STANLEY B. FROST, 1968, Dean, Faculty of Graduate Studies
and Research, McGill University, Montreal, P.Q.,
Canada

ROBERT W. LYNN, 1968, Professor, Union Theological Semi-
nary, New York, N. Y.

SAMUEL H. MILLER, 1968, Dean, Harvard Divinity School,
Cambridge, Massachusetts

WALTER D. WAGONER, 1968, Executive Director, Fund for
Theological Education, Princeton, New Jersey

STATISTICS

ENROLLMENT

	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66
Accredited						
Schools . . .	17,229	17,591	17,651	17,699	18,625	19,036
Associate						
Member						
Schools . . .	2,747	2,875	3,076	2,923	2,400	2,493
TOTALS	19,976	20,466	20,727	20,622	21,025	21,529

GRADUATES IN 1965

	<i>B.D.</i> <i>S.T.B.</i> <i>Th.B.</i>	<i>M.R.E.</i>	<i>M.A.</i> <i>Th.M.</i> <i>S.T.M.</i>	<i>Ph.D.</i> <i>Th.D.</i> <i>S.T.D.</i>
Accredited Schools	3,652	258	647	204
Associate Member Schools . .	449	17	11	—
TOTALS	4,101	275	658	204

MEMBERSHIP IN THE ASSOCIATION

	1958	1960	1962	1964	1966
Accredited Members . .	82	82	84	90	94
Associate Members . .	42	40	41	37	46
Affiliated Members . .	3	4	4		
TOTALS	127	126	129	127	140

ACCREDITED MEMBERS

June 10, 1966

Accredited members are those schools recommended by the Commission on Accrediting after due examination of their academic standards in the light of the Association's standards for accrediting and elected by the Association.

The letter "N" appended to the name and address of an institution with a number following refers to a notation for the meaning of which the list on pp. 13-17 may be consulted.

The list of accredited seminaries is subject to change yearly. The accredited members of the American Association of Theological Schools, as of June 10, 1966, are as follows:

Anderson College and Theological Seminary School of Theology, Anderson, Indiana *N4.2, 4.6, 6.3*

Andover Newton Theological School, Newton Centre, Massachusetts

Asbury Theological Seminary, Wilmore, Kentucky

Austin Presbyterian Theological Seminary, Austin, Texas

Berkeley Baptist Divinity School, Berkeley, California

Berkeley Divinity School, New Haven, Connecticut

Bethany Theological Seminary, Oak Brook, Illinois

Bexley Hall, Gambier, Ohio *N9.1*

Boston University School of Theology, Boston, Massachusetts

Brite Divinity School of Texas Christian University, Fort Worth, Texas

California Baptist Theological Seminary, Covina, California

Calvin Theological Seminary, Grand Rapids, Michigan *N9.3*

Candler School of Theology of Emory University, Atlanta, Georgia

Central Baptist Theological Seminary, Kansas City, Kansas

(Chicago) Lutheran School of Theology at Chicago, Chicago, Illinois, (Educational program at Maywood and Rock Island)

Chicago Theological Seminary, Chicago, Illinois

Christian Theological Seminary, Indianapolis, Indiana

Church Divinity School of the Pacific, Berkeley, California

Colgate Rochester Divinity School, Rochester, New York

Columbia Theological Seminary, Decatur, Georgia

Concordia Seminary, St. Louis, Missouri *N5.3*

Crozer Theological Seminary, Chester, Pennsylvania

Drake University Divinity School, Des Moines, Iowa
 Drew University Theological School, Madison, New Jersey
 Duke University Divinity School, Durham, North Carolina
 Eastern Baptist Theological Seminary, Philadelphia, Pennsylvania
 Eden Theological Seminary, Webster Groves, Missouri
 Emmanuel College of Victoria University, Toronto, Ont., Canada *N1.1*
 Episcopal Theological School, Cambridge, Massachusetts
 Episcopal Theological Seminary of the Southwest, Austin, Texas
 Evangelical Lutheran Theological Seminary, Columbus, Ohio
 Evangelical Theological Seminary, Naperville, Illinois
 Fuller Theological Seminary, Pasadena, California
 Garrett Theological Seminary, Evanston, Illinois
 General Theological Seminary, New York, N.Y.
 (Gettysburg) Lutheran Theological Seminary, Gettysburg, Pennsylvania
 Golden Gate Baptist Theological Seminary, Mill Valley, California
 Gordon Divinity School, Wenham, Massachusetts
 Goshen College Biblical Seminary, Goshen, Indiana *N7.2*
 Hama School of Theology of Wittenberg University, Springfield, Ohio
 Hartford Theological Seminary, Hartford, Connecticut
 Harvard Divinity School, Cambridge, Massachusetts
 Howard University School of Religion, Washington, D.C.
 Iliff School of Theology, Denver, Colorado
 Interdenominational Theological Center, Atlanta, Georgia
N1.2
 Knox College, Toronto, Ont., Canada *N1.1*
 Lancaster Theological Seminary, Lancaster, Pennsylvania
 Lexington Theological Seminary (formerly College of the Bible), Lexington, Kentucky
 Louisville Presbyterian Theological Seminary, Louisville, Kentucky
 Luther Theological Seminary, St. Paul, Minnesota
 Lutheran Theological Southern Seminary, Columbia, South Carolina
 McCormick Theological Seminary, Chicago, Illinois
 McGill University Faculty of Divinity, Montreal, P.Q., Canada

McMaster Divinity College, Hamilton, Ont., Canada
 Meadville Theological School, Chicago, Illinois *N9.2*
 Mennonite Biblical Seminary, Elkhart, Indiana *N7.2*
 Methodist Theological School in Ohio, Delaware, Ohio *N1.6, 6.3, 9.1*
 Midwestern Baptist Theological Seminary, Kansas City, Missouri *N4.8*
 Moravian Theological Seminary, Bethlehem, Pennsylvania *N7.2*
 Nashotah House, Nashotah, Wisconsin
 New Brunswick Theological Seminary, New Brunswick, New Jersey
 New Orleans Baptist Theological Seminary, New Orleans, Louisiana *N1.1, 4.2*
 New York Theological Seminary (continuing Biblical Seminary in New York), New York, N. Y. *N4.2*
 North Park Theological Seminary, Chicago, Illinois
 Northwestern Lutheran Theological Seminary, Minneapolis, Minnesota
 Pacific Lutheran Theological Seminary, Berkeley, California *N4.5, 6.2, 9.1*
 Pacific School of Religion, Berkeley, California
 Perkins School of Theology of Southern Methodist University, Dallas, Texas
 (Philadelphia) Divinity School of the Protestant Episcopal Church in Philadelphia, Philadelphia, Pennsylvania
 (Philadelphia) Lutheran Theological Seminary at Philadelphia, Philadelphia, Pennsylvania
 Phillips University Graduate Seminary, Enid, Oklahoma
 Pittsburgh Theological Seminary, Pittsburgh, Pennsylvania
 Princeton Theological Seminary, Princeton, New Jersey
 Saint Paul School of Theology—Methodist, Kansas City, Missouri
 San Francisco Theological Seminary, San Anselmo, California
 School of Theology at Claremont, Claremont, California *N11.1*
 Seabury-Western Theological Seminary, Evanston, Illinois
 Southeastern Baptist Theological Seminary, Wake Forest, North Carolina *N1.1*
 Southern Baptist Theological Seminary, Louisville, Kentucky

Southwestern Baptist Theological Seminary, Fort Worth,
Texas *N1.1, 4.2*
Trinity College Faculty of Divinity, Toronto, Ont., Canada
N9.2, 9.3
Union Theological Seminary, New York, N.Y.
Union Theological Seminary in Virginia, Richmond, Vir-
ginia
United Theological Seminary, Dayton, Ohio
University of Chicago Divinity School, Chicago, Illinois *N2.1*
University of Dubuque Theological Seminary, Dubuque, Iowa
University of the South School of Theology, Sewanee, Ten-
nessee
Vanderbilt University Divinity School, Nashville, Tennessee
(Virginia) Protestant Episcopal Theological Seminary in
Virginia, Alexandria, Virginia
Wartburg Theological Seminary, Dubuque, Iowa
Wesley Theological Seminary, Washington, D.C.
Western Theological Seminary, Holland, Michigan
Yale University Divinity School, New Haven, Connecticut

SCHOOLS OF RELIGIOUS EDUCATION

Presbyterian School of Christian Education, Richmond,
Virginia *N1.1, 1.5*

ASSOCIATE MEMBERS

Associate members are those institutions in the United States and Canada, which, although not accredited, have met the conditions prescribed by the Association, have been proposed for associate membership by the Executive Committee, and have been elected by the Association. Those conditions are listed on p. 18.

The list of associate members of the American Association of Theological Schools, as of June 10, 1966, is as follows:

Acadia University School of Theology, Wolfville, N.S.,
Canada
Anglican Theological College of British Columbia, Van-
couver, B.C., Canada
Aquinas Institute School of Theology, Dubuque, Iowa
Ashland Theological Seminary, Ashland, Ohio
Bangor Theological Seminary, Bangor, Maine
Bethel Theological Seminary, St. Paul, Minnesota

Central Lutheran Theological Seminary, Fremont, Nebraska
 Concordia Theological Seminary, Springfield, Illinois
 Conservative Baptist Theological Seminary, Denver, Colorado
 Conwell School of Theology, Philadelphia, Pennsylvania
 Crane Theological School of Tufts University, Medford, Massachusetts
 Erskine Theological Seminary, Due West, South Carolina
 Evangelical Seminary of Puerto Rico, San Juan, Puerto Rico
 Hood Theological Seminary, Salisbury, North Carolina
 Huron College Faculty of Theology, London, Ont., Canada
 Johnson C. Smith University Theological Seminary, Charlotte, North Carolina
 Lutheran Theological Seminary, Saskatoon, Sask., Canada
 Maryknoll Seminary, Maryknoll, New York
 Memphis Theological Seminary, Memphis, Tennessee
 Missouri School of Religion, Columbia, Missouri
 Mount Saint Alphonsus Seminary, Esopus, New York
 Nazarene Theological Seminary, Kansas City, Missouri
 New Church Theological School, Cambridge, Massachusetts
 North American Baptist Seminary, Sioux Falls, South Dakota
 Northern Baptist Theological Seminary, Oak Brook, Illinois
 Payne Theological Seminary, Wilberforce, Ohio
 Pine Hill Divinity Hall, Halifax, N.S., Canada
 Presbyterian College, Montreal, P.Q., Canada
 Queen's Theological College, Kingston, Ont., Canada
 St. John's College Faculty of Theology, Winnipeg, Man., Canada
 St. Stephen's College, Edmonton, Alta., Canada
 St. Vladimir's Orthodox Theological Seminary, Tuckahoe, New York
 Seventh-day Adventist Theological Seminary of Andrews University, Berrien Springs, Michigan
 Starr King School for the Ministry, Berkeley, California
 Trinity Evangelical Divinity School, Deerfield, Illinois
 Union College of British Columbia, Vancouver, B.C., Canada
 United College, Winnipeg, Man., Canada
 United Theological Seminary of the Twin Cities, New Brighton, Minnesota
 Virginia Union University School of Religion, Richmond, Virginia

Waterloo Lutheran Theological Seminary, Waterloo, Ont.,
Canada
Western Evangelical Seminary, Portland, Oregon
Weston College School of Theology, Weston, Massachusetts
Winebrenner Theological Seminary, Findlay, Ohio
Woodstock College School of Sacred Theology, Woodstock,
Maryland
Wycliffe College, Toronto, Ont., Canada

SCHOOLS OF RELIGIOUS EDUCATION

Scarritt College for Christian Workers, Nashville, Tennessee

NOTATIONS

1. The Use of Notations

From the beginning of the American Association of Theological Schools in 1936, notations have been a useful means by which the accredited schools are reminded of various points at which their practices deviate from the norms established by the Association. Frequently they have been welcomed as a lever by which the faculty or administration of a school may lift a heavy stone out of a mire of inherited tradition into a new and better place in the structure being built. They are not to be thought of as punitive, but as an educational tool, which may be a valuable aid to trustees, governing boards, and others to notice other practices and to improve their own. Properly used, they encourage rather than discourage. They do not prevent proper experimentation, nor demand conformity to an artificial rule.

2. Relation to Standards

The notations reflect principles laid down in the standards, and indicate how, in the judgment of the Commission on Accrediting, these principles are not being adequately translated into practice in the schools to which the notations are applied.

N1 Pertaining to Standards of Admissions

N1.1 The enrollment of noncollege graduates in this school exceeds 10% of the total enrollment in professional degree, diploma, certificate, and "short course" programs.

N1.2 More than 15% of the students in this school are from colleges unaccredited by the regional accrediting agency.

N1.3 In this school, a degree in theology is offered for which graduation from college is not a prerequisite.

N1.4 In this school, a master's degree in education and/or music is offered for which graduation from college is not a prerequisite.

N1.5 This school maintains other programs for degrees and regular academic credit available to persons without college degrees. (This notation is not intended to discourage carefully designed programs of theological study for the laity.)

N1.6 This school is not sufficiently attentive to the standards of admissions in its admissions practices.

N2 Pertaining to Duration of Course of Study

N2.1 In this school, a degree in theology is offered after less than three years of theological studies following graduation from college. (This does not apply to the M.R.E.)

N2.2 In this school, the graduate professional degree in Christian education may be completed in less than two years following graduation from college.

N2.3 In this school, the academic week is too short.

N2.4 In this school, the academic year is too short.

N3 Fields of Study and Balance of Curriculum

N3.1 In this school, the degree requirements reveal a lack of proper distribution among the several areas of study.

N3.2 In this school, field experience is not adequately related to instruction.

N3.3 In this school, field instruction is not under adequate supervision.

N3.4 In this school, biblical, theological, and historical studies make up less than one-half of the requirements for the degree program in Christian education.

N3.5 In this school, educational field experience is not a requirement for the basic theological degree or the degree in Christian education.

N4 Pertaining to Faculty

N4.1 This school has less than six full-time faculty members engaged in instruction.

N4.2 The faculty of this school is inadequate for the program of study.

N4.3 Faculty members of this school are unduly diverted from their essential task.

N4.4 In this school, the weekly teaching load is excessive.

N4.5 In this school, a degree program in Christian education is conducted with fewer than two faculty members possessing special competence in the field.

N4.6 In this school, the faculty is not provided with sufficient opportunity for intellectual enrichment.

N4.7 In this school, faculty salaries are inadequate.

N4.8 The health of this school is impaired by a lack of academic freedom of its members to do their work.

N5 Pertaining to Administration and Controls

N5.1 In this school, the trustees do not exercise sufficient control.

N5.2 In this school, the faculty does not exercise effective control over admissions, the curriculum, or other aspects of the academic life of the school.

N5.3 In this school, policies are unduly determined by others than the trustees or faculty.

N6 Pertaining to Student Life and Work

N6.1 In this school, courses are so arranged that a student may satisfy requirements without spending at least four days a week in intensive theological studies on the school campus.

N6.2 In this school, physical facilities for student life are inadequate for the promotion of a community of scholars.

N6.3 In this school, there is a serious diversion of student attention from academic to remunerative pursuits.

N7 Pertaining to Facilities and Finances

N7.1 In this school, the physical facilities are inadequate for carrying out its program.

N7.2 In this school, the educational budget is insufficient.

N7.3 In this school, the finances or other assets are not sufficiently independent of the college or university with which the school is connected.

N7.4 In this school, the finances or other assets are unduly controlled by agencies outside the school itself.

N8 Pertaining to General Tone and Quality

N8.1 In this school, the general tone is such that its capacity to provide significant theological education and ministerial training is impaired.

N9 Pertaining to Library

N9.1 In this school, the library, as to holdings, building, or staff is inadequate.

N9.2 In this school, the library is given inadequate financial support.

N9.3 In this school, the theological library is insufficiently distinguished from another library to assure adequate resources for theological studies.

N10 Pertaining to Degrees

Beyond the Basic Theological Degree

N10.1 The Ph.D. degree offered by this school is awarded by the school itself and not by a university.

N10.2 This school awards as an honorary degree one which is recommended by the Association as an earned degree.

N11 Pertaining to the Master's Degree in Theology

N11.1 The admissions policy of this school does not conform to the standards.

N11.2 In this school, the program for the master's or its equivalent degree requires less than one full year of academic residence.

N11.3 In this school, too few courses are designed for post-B.D. students.

N11.4 In this school, graduate work may be pursued without a reading knowledge of at least one language other than English.

N11.5 This school does not require a thesis or a comprehensive examination for the master's degree.

N11.6 The resources of this school are inadequate for work beyond the basic theological degree.

N11.7 This school has an insufficient number of students for a master's program.

N12 Pertaining to the Doctorate

N12.1 The absence of an active working relationship with a university compromises the quality of the doctoral program.

N12.2.1 In this school, doctoral studies are not sufficiently differentiated from those for the basic theological degree.

N12.2.2 This school has an insufficient number of students for an effective doctoral program.

N12.3 In this school, the standards regarding duration of training are not observed.

N12.4 In this school, admission requirements for doctoral candidates are less demanding than those proposed in the standards.

N12.5 In this school, examination procedures are inadequate for effective assessment and control of graduate studies.

N12.6 In this school, the quality of the dissertation and procedures for its evaluation do not meet the standards.

N12.7 In this school, there is inadequate provision of qualified faculty members for its doctoral program.

N12.8 The library facilities available to this school are inadequate for doctoral studies.

PROCEDURES RELATED TO ACCREDITATION

I. *Associate Membership*

A. Conditions for associate membership

1. The school should have at least four full-time properly qualified professors giving their time to the work of post-college theological education, the degree of this service to be calculated independently of the contribution of part-time members of the faculty.
2. The school should have an enrollment of at least twenty-five students.
3. The school must operate predominantly on a post-college level.
4. The school should be in good standing with respect to a recognized constituency of churches, and to neighboring theological schools.
5. The school should present evidence that it is carrying on a strong educational program and has sufficient stability and permanence to maintain it.
6. The school should have a sufficient degree of separateness and independence from any other institution with which it may be associated to identify its assets, its expenditures, and its functions as a theological school.

B. Steps to associate membership

1. The school should complete a minimum of one academic year in which the conditions for associate membership have obtained. A new school should have graduated one class which took its entire program in that school.
2. Request for admission to associate membership should be addressed to the Association's office.
3. A report should be completed, in the form of the biennial report used by the AATS, and forwarded to the Association's office.

(Both B2 and 3 should be in the AATS office by November 15 if associate membership is to be considered by the Executive Committee in its December meeting.)

4. Following the study of the data from the report and any supplementary evidence, the Executive Committee may—
 - a. Propose the school for associate membership. Election shall be by the Association.
 - b. Deny the request for associate membership.

(When an application for associate membership has been denied, an interval of three years is required before another application will be considered.)

C. Maintenance of associate membership

1. The school must continue standards of education which satisfy conditions defined by the AATS.
2. The school must make annual report of enrollment and complete the biennial report in the odd-numbered years.
3. The school pays annual dues as prescribed in the bylaws.

II. *Accredited Membership*

A. Conditions for accredited membership

Cf. pp. 22-31.

B. Steps to accredited membership

1. The school desiring accredited membership shall first become an associate member of the AATS.
2. The school shall report its status to the Commission on Accrediting, using the biennial report form and other supporting materials, when the school believes it has attained standards worthy of accreditation.
3. If the Commission's study of the school's report on its status seems to indicate that the school measures up to the standards for accrediting, the Commission may authorize the school to fill out the schedules.
4. If the information on the schedules indicates the school is ready for inspection, the Commission may then appoint a team of inspectors to inspect the school.
5. Following the inspection, on the basis of the schedules and the report of the inspectors, the Commission on Accrediting may—
 - a. Recommend that the school be placed on the accredited list, with or without notations. Election shall be by the Association.

- b. Deny the request for accreditation.

(When the application for accreditation of a school has been rejected, that school is not eligible to apply for inspection until five years from the date of rejection have elapsed.)

C. Maintenance of accredited membership

1. The school must maintain standards defined by the AATS.

2. The school must submit information on its operation in the biennial report in odd-numbered years. The information from these reports is used by the Commission on Accrediting in imposing notations, removing notations, initiating reinspection, or taking other steps necessary to the maintenance of the Association's standards. Report on autumn enrollment is filed each year.

3. The school pays annual dues as prescribed in the bylaws.

III. *Enforcement of Standards for Accredited Members*

A. Through the use of notations

1. Meaning: "The notations reflect principles laid down in the standards, and indicate how, in the judgment of the Commission on Accrediting, these principles are not being adequately translated into practice in the schools to which the notations are applied."

2. Use: Relevant notations are published following the name of an accredited member in lists published by the AATS.

B. Through reinspection

1. Occasion: Reinspection may take place as the result of—
a. Elapse of a ten-year period in the normal cycle of reevaluation and based on an institutional self-study.

b. An invitation from an accredited school.

c. A decision by the Commission on Accrediting on the basis of biennial reports or such other evidence as may lead the Commission to decide that such reinspection is advisable.

2. Result: Following reinspection, on the basis of the inspectors' report, the Commission on Accrediting may—

a. Sustain the school's accreditation, with or without notations;

b. Initiate a period of probation;

c. Withdraw accreditation.

C. Through the use of probation

1. Probation is designed to meet a case of major inadequacy in a school, an inadequacy not sufficiently indicated by notations, but which in the judgment of the Commission on Accrediting may be remedied within a relatively short but specified period of time.

2. In each case the reasons for which probation is given are to be carefully stated to the school.

3. In each case the terms under which the probation may be removed are to be carefully stated to the school.

4. The time assigned to a school for the remedial action required for the removal of probation shall be not less than twelve nor more than twenty-four months. (The school itself, of course, may be able to fulfill these conditions in a shorter period.) Extension of probation is not permitted.

5. At the end of the probation period the Commission on Accrediting will either sustain or withdraw a school's accreditation. If the latter, the Commission may not restore accreditation until at least five years after the beginning of probation.

6. When probation is given a school, the action of the Commission on Accrediting will be announced in the usual way in bulletins and reports. The school will be kept in its usual place in the list of accredited schools, but following its name will appear a note,

"Probation (date) to (date) "

7. The Commission on Accrediting will make itself responsible for studying information duly submitted to it concerning a school given probation and normally will employ in the reinspection for purposes of comparison at least one of the original inspectors.

IV. *Appeals: The Board of Review*

A. Purpose: to hear appeals concerning actions of the Commission on Accrediting

B. Possible action:

1. To uphold the decision of the Commission on Accrediting;
2. To remit the matter to the Commission for further consideration.

STANDARDS FOR ACCREDITING

The American Association of Theological Schools is an association of institutions devoted to education for the Christian ministry. Since 1965 the Association has been responsible, in addition, for accreditation of schools of religious education not offering the basic theological degree but instead the two-year master's degree (M.R.E. or its equivalent). Its interest in having a list of accredited institutions grows out of its concern for the best possible preparation of men and women for effective ministries in the church. The inclusion of an institution in this list is based upon academic criteria without reference to doctrinal position or ecclesiastical affiliation, and upon evidence that the institution has the necessary facilities and standards to prepare students for the ministry. The Association believes that this evidence is most plainly to be found in the extent to which graduates of these institutions do actually maintain high standards of practice in the ministry. Such evidence in itself alone is, in the first place, difficult to secure, and, in the second place, difficult to interpret satisfactorily. The Association believes, however, that certain factors in the life and work of a particular institution are with entire propriety to be regarded as making for or against the effectiveness of that institution in preparing its students for the ministry. It is these factors which are held under view in the plan for listing accredited institutions.

The Association does not treat its standards as definite rules and specifications to be applied in an exact and mechanical fashion. It does not suppose that the status of an institution can be satisfactorily determined by finding that it has met these standards one by one until all have been met. There is no desire to enforce these standards in arbitrary fashion; they are to be administered by the Commission on Accrediting by way of stimulus and encouragement.

1. Standards of Admission

An accredited theological school¹ should require of all North American applicants for admission to the school the degree of A.B. from a college which is accredited by one of the regional accrediting associations or its counterpart in Canada, or the equivalent of such a degree.

This standard is intended to insure that the school operates at a predominantly postgraduate level. It does not apply to separate noncredit classes conducted for laymen or ministers in service who are not college graduates, provided that these are a minor part of the school program. It does, however, permit without notation the enrollment of nongraduate students in the regular school

¹ Institutions devoted to theological education go under many different names. In the United States, "theological seminary" is frequently used, as is the term "divinity school." In Canada the common term is "theological college," ordinarily designating a graduate school standing in some affiliate relation with a university. In these standards the term "theological school" is inclusive of all these.

program up to a limit of 10% of the total enrollment in professional degree, diploma, certificate, and "short course" programs, but such nongraduate enrollment must not exceed 20% of the total.

Courses used as a credit toward a first college degree should not be used as a credit toward a seminary degree.

When a student applies for admission to the school, his transcript should be examined to discover whether his work has satisfied the minimum curricular requirements for admission. If it does not do so, the applicant should be regarded as deficient in preparation and the school should require that the deficiency be made up as soon as possible. If the deficiencies could not be made up before the beginning of the second year of school work, admission should be deferred until the deficiency has been remedied.

If a student applies for admission from an nonaccredited college, either the applicant may be received on probation, or before admission the school should give a general examination to the applicant on the pre-theological curriculum. In the latter case, the applicant should be received only if the examination is satisfactorily passed.

A student transferring from one theological school to another should be required to present, in addition to the official transcript of his record, a letter of honorable dismissal and recommendation from the institution last attended.

2. Duration of the Course of Study

A theological school offers a course of study leading to the basic theological degree, the M.R.E., or their equivalents. These should be regarded as professional degrees, requiring high intellectual attainment at a graduate level. For the basic theological degree a minimum of three years of two semesters each, or their equivalent, is required. The graduate professional degree in Christian education should require a minimum of two years of two semesters each or their equivalent.

A theological school should have no fewer than five days of academic work per week in an academic year comparable in length to that prevailing in accredited colleges and universities in its region.

An accredited seminary may, if it has adequate facilities, offer other degree programs, but it is undesirable for a seminary that is not an integral part of or affiliated with a university to grant the Ph.D. or the M.A. degree, except in the case of the M.A. degree in special fields such as Christian education when this degree program is designed to prepare students for specialized professional ministries in the church. It is legitimate for a seminary to offer a program leading to the Ph.D. or the M.A. degree in cooperation with a university, the degree to be given by the university.

3. Fields of Study and Balance of Curriculum

The program for the basic theological degree should include adequate instruction properly distributed among the following four areas:

biblical, historical, theological, and practical. Likewise, the program for the degree in Christian education should include adequate instruction appropriate to the degree and flexibly distributed among these areas. The study of Scripture in the original languages is highly desirable in the program for the basic theological degree.

Educational field experience effectively related to instruction and under competent supervision should normally be required of all candidates for the basic theological degree and the degree in Christian education.

4. Faculty

An accredited theological school should provide adequate instruction in the fields of study indicated above and should include at least six full-time professors whose instruction shall be distributed over the four areas. Such professors, together with the administrative officer or officers, shall constitute a faculty with effective control over its curriculum and the granting of degrees, and with significant advisory relationship to the selection, promotion, and dismissal of members of the faculty. A weekly teaching load of more than twelve hours per instructor shall be considered as endangering educational efficiency. An average of not more than nine hours per week is desirable.

Where there is a degree program in Christian education there should be not fewer than two faculty members with special competence in the field of Christian education in order to provide adequate teaching and supervision of field work.

In addition to the necessary moral and religious qualifications, excellence in teaching and significant gifts in research and writing should characterize the members of a theological faculty. To maintain such a faculty it is imperative that adequate salaries be paid and opportunities for intellectual enrichment be provided through well-planned sabbatical leaves, attendance at professional meetings, occasional periods of absence for research and writing, and other arrangements that will enrich the faculty members' lives as teachers and productive scholars.

Within such limits as may be stated by the governing body of a theological school and attested by the faculty members when appointed, the member of a theological faculty should be free to seek the truth and communicate his findings. The health of a theological community depends upon the freedom of its members to do their work (cf. AATS statement "Academic Freedom and Tenure in the Theological School." pp. 39-45).

5. Administration and Controls

The governing body of a theological school (Board of Trustees, Board of Regents, or Corporation, as the case may be) determines policy, elects the administrative officers and faculty, determines the long-range financial program, establishes the annual budget, sets

salaries, and is legally responsible for the total operation and all the properties of the institution.

Sound educational principles require that the governing body approve academic policies on the basis of the recommendations of the chief administrative officer and the faculty, who thereby become responsible for the academic operations of the school, including its religious and academic objectives, its curriculum and degree programs, the administration and management of the library, its practices regarding the admission, discipline, and dismissal of students, and all other matters relating to the school's academic life and work.

6. *Student Life and Work*

Students must enter profoundly into the life of the school if they are to benefit significantly from its undertakings. While it is difficult to specify the full details of such involvement, the following guides are believed to be helpful:

- a. A student should be expected to show enthusiasm for serious, open academic inquiry.
- b. A student should be expected to be present and available for classes, seminars, discussion, special lectures and convocations, library research, worship, and social functions during the weekly schedule of the school. Such physical presence is essential for genuine participation in the institution's life and work.
- c. A significant majority of the student body should be in residence at the school during the school year.
- d. The structure of the parts of the academic week should allow for, and indeed require, active debate and interchange of ideas among the students as well as between the students and their faculty. Informal social gatherings also enable students to contribute significantly to the theological education of one another.
- e. Assignments in the churches and other community remunerative work should be supervised in such fashion as (a) to safeguard the time and energy of the student for his academic work; (b) to require that the student reflect on the interrelationship between the academic program and his church responsibilities; and (c) to prevent the development of unsound professional practices which might go unchallenged in his academic program. Such church or community assignments, however, are often of great aid in the student's life and work. Work experience in business and industry can also contribute to the same end.
- f. Since the costs of professional education are beyond the means of a number of students, the scholarship or student aid program of the institution should be in line with the above objectives.
- g. The program of the school should seek to provide time for the student to reflect on his work, to correlate his studies, to integrate the more academic and the more professional dimensions of his work. Cultural and recreational elements of school life need

also to be encouraged. The role of the minister as a cultured and educated representative of the community, as well as of the church, must be kept clearly in view.

7. Facilities and Finances

An accredited theological school should have such resources in land, buildings, equipment, and library as shall provide adequate facilities for carrying out the program of the institution. These resources as well as endowments, trusts, library books and periodicals should be clearly identified as assets of the theological school.

It should have sufficient income from the church, endowment, gifts, tuition, and fees to maintain its program, including adequate support for faculty, staff, library, equipment, and scholarship aid.

8. General Tone and Quality

In accrediting a theological school, regard will be had for the quality of its instruction, the standing of its professors, the character of its administration, the efficiency of its offices of record, and its proved ability to prepare students for effective professional service or further scholarly pursuits.

While the above general statement deals with intangibles which are difficult to measure, there are criteria which can be used in discerning their presence, such as the following: a pervasive seriousness of purpose and a disciplined approach of a seminary to its task; a manifest enthusiasm for learning on the part of faculty and students in a deep mutuality of interest to discover Christian truth and to relate it to the needs of the contemporary world; an openness to the insights and findings of secular disciplines and movements as these offer illumination to the seminary in its work; a capacity to judge accurately what it can do within the limitations of its resources without impairing the ability of its faculty to maintain high standards of scholarship and professional competence; an attitude of respect and cooperation in its faculty and students whereby a seminary will foster a cordial spirit toward its sister institutions and support their liberty in doing their work; a recognition by a seminary of the value of honest differences in enriching the Christian fellowship; and a steady resolve to maintain, against further fragmentation, the integrity of the Christian witness before the world.

9. Library Standards for the Basic Theological and Christian Education Programs

The library program of an accredited theological school should be thoroughly integrated with the educational objectives of the school. The functions of the library should be clearly and concisely formulated. Means of communication between library staff, faculty, and administration should be provided. The following standards of policy and procedure should prevail as minimum for the library of an inde-

pendent accredited school and as normative so far as possible for schools connected with a university.

PERSONNEL

The chief librarian should have full responsibility for the library program. He should possess the moral, religious, and academic qualifications expected of faculty members, and should exhibit competence in relating the library to the educational task of the institution. Professional training in library services and theological subject matter is essential for this responsibility.

The library should be staffed with qualified professional and non-professional assistants in a way commensurate with the current requirements and the long-range program of the library.

To secure and hold a competent library staff, it is important that adequate salaries be paid and encouragement for personal growth be provided through such means as well-planned leaves of absence for study and attendance at professional meetings.

There should be a library committee of the faculty acting in an advisory capacity.

ACQUISITION

Acquisition policy should be governed by the following considerations: (a) the theological curriculum, (b) the research and teaching needs of the faculty, (c) the need to understand contemporary culture nationally and internationally, (d) the need to understand persons, (e) the accessibility of materials in other libraries, (f) the possibility of cooperative acquisition policies with other libraries, and (g) the long-range development of the school with reference to degree programs and research interests.

PHYSICAL FACILITIES

The following should be considered in the determination of the adequacy of physical facilities: fire-resistant building or rooms designated for library usage; heating, lighting, ventilation, quietness, and house-keeping adequate for the health and comfort of students, faculty, and staff; care adequate for the preservation of the collections; reader space providing for at least thirty-five to fifty per cent of the total enrollment; flexibility for expansion and other developments; ample work space for staff, ample storage space for materials, space and equipment for new developments such as microtexts and audio-visual materials; ease of accessibility of the card catalogues, periodical display, bibliographical and reference collections, and circulation desk to both patrons and staff.

FINANCES

The library should have a separate annual or biennial budget prepared and recommended by the librarian, reviewed by a library committee, and approved by the proper authority. The budget should be sufficiently itemized to show how it is governed by the factors noted in the previous paragraphs.

The following budget in terms of 1965 dollars is minimal for the basic theological and Christian education programs: Total budget \$19,000 per year, or \$95 per student and faculty member, whichever is more, exclusive of janitorial service and maintenance. Not less than \$7500 should be spent for books and periodicals apart from binding.

10. *Conditions and Nomenclature for Advanced Degrees*

The Commission on Accrediting will consider the full range of an institution's program in determining its eligibility for accreditation. Schools having a small faculty, or a relatively small annual expenditure for library purchases, are not encouraged to offer a degree beyond the first professional degree. It will be regarded as a sign of weakness if an institution of low standing in these respects undertakes to confer degrees beyond the first degree.

The content of the course and the character of the requirements need not be uniform in all schools. The Association encourages variety in programs of advanced work, when properly safeguarded as to standards. But the Association does not encourage a multiplicity of variously-named advanced degrees, nor does it regard the mere accumulation of credits for separate courses as adequate ground for admission to advanced degrees.

The nomenclature of the degrees should be: B.D., M. Div., or M.R.E. as the first professional degree; S.T.M. or Th.M. as the second theological degree; Th.D. or S.T.D. as the earned doctor's degree in theology at a level more advanced than the S.T.M. or Th.M. A theological school which is an integral part of a university may offer work leading to the M.A. and the Ph.D. degrees. The D.D. should be reserved as an honorary degree and none of the other degrees above should be so used.

11. *The Master's Degree in Religion and Theological Studies*

There are various programs leading to S.T.M.'s, Th.M.'s, and, in the case of some universities, M.A.'s in theological studies. It does not seem feasible to establish distinctive meanings for the degrees, and in what follows all master's degrees which presuppose a basic theological degree are treated together. Some programs are considerably more demanding than what follows. The standards are suggested as minimal.

1. *Admission.* A candidate for an S.T.M. or Th.M. should have received the basic theological degree or its equivalent in the upper half of his class from an accredited theological school.

2. *Length of course.* The program should require one full year of academic residence or its equivalent.

3. *Level of study.* In the program, at least half of the courses of which should be designed for those having completed the basic degree, only a limited number of highly qualified students in the basic degree program should be admitted.

4. *Languages.* Before beginning his graduate work the candidate should give satisfactory evidence of his reading knowledge of at least one language other than English. It is strongly recommended that he have an adequate command of one of the biblical languages and a modern language most useful in his studies.

5. *Thesis and comprehensive examination.* In partial fulfillment of requirements for the degree the candidate should write a thesis which demonstrates a capacity for constructive and integrative treatment of a given subject, and pass an oral examination covering the area of the thesis and related subjects and materials.

6. *Eligibility of school.* No school should engage in an advanced degree program without teaching staff, library, and other resources greater than those needed for the basic theological degree.

7. *Number of students necessary.* The effective conduct of an advanced degree program presupposes a number of students sufficient to provide mutual criticism and stimulus in a community of scholars.

12. *The Doctorate in Religion and Theological Studies*

INTRODUCTION

The doctoral degree is the highest academic degree conferred in our society. In theology as in other areas it should represent the recognition of only very high intellectual achievement and capability. The purpose of a doctoral program in theology should be to fit men for scholarship on a par with strict standards in other branches of learning. It is highly desirable, therefore, that a school that gives a doctoral degree in theology should have an active working relationship with a university where its standards will be subject to objective scrutiny by representatives of other graduate departments, and where it will have other resources at its disposal which will stimulate and maintain first rate scholarship.

THE CHARACTER OF THE PROGRAM

(a) Its purpose. The instruction should be of such a type as to develop the capacity for independent inquiry and criticism. A balance should be maintained between the mastery of a special field and a comprehension of the interrelations of the several theological disciplines.

(b) Its method. Attendance upon lectures and participation in group discussions are insufficient. The doctoral program is not merely a prolongation of the studies that lead to a basic theological degree, but is of a different character. The difference lies in an emphasis on training in independent work and in the use of linguistic and other tools of original scholarship under the critical stimulus of the seminar method. For this reason, courses designed for doctoral students should not admit candidates for the first degree to a greater proportion than one-third, and these only as specially qualified.

(c) Number of participants. For an effective graduate program, there should be a sufficient number of students enrolled to form an

active community of scholars. Hence the disciplines of this program normally cannot be well maintained if the number of candidates falls below five in residence whose studies are in the same general area, viz., biblical, theological, historical, and pastoral.

THE DURATION OF TRAINING

The doctoral program should demand at a minimum two years of full-time intramural study after the basic theological degree. For those who have not taken the basic degree, this two-year period should begin only after at least two other years, in which the candidate qualifies in biblical, theological, and historical subjects such as are ordinarily included in the standard basic theological program.

The candidate should be required to complete his work for his doctorate, including his dissertation, within seven years from the time of his admission as a fully qualified graduate student, but in not less than four from the receipt of his A.B.

STANDARDS OF ADMISSION

A candidate for a doctor's degree should have received an A.B. degree or its equivalent and a first theological degree from an accredited theological school, or, if not a graduate of such a theological school, should be required to pass a qualifying examination after two years of study in biblical, theological, and historical subjects as mentioned above. He should have demonstrated a high degree of achievement and an aptitude for graduate studies.

In part this may be determined by an objective test such as the Graduate Record Examination or the Miller Analogies Test.

Only those should be admitted who show promise of becoming effective theological scholars.

He should pass an examination to test his reading knowledge of German and French, one of these at the beginning of the first year of graduate work and the other by the end of the first year, except that one other modern language may be substituted for French when relevant to his subject. Unless he has completed the language requirement by the end of the first year, he should not be allowed to register for further graduate courses until he has done so. He should have command of the ancient languages necessary for his subject early enough for these to be utilized in his course of training.

STANDARDS OF EXAMINATION

In addition to the examination before admission to candidacy mentioned above, the candidate should submit to further examinations after two years or more of graduate study prior to being allowed to write a dissertation; these should be designed to test his qualifications to undertake a dissertation and to indicate not only his control of material in his special field but also his ability to integrate this knowledge with related fields.

Written and oral examinations should be required, designed to measure breadth and accuracy of knowledge, capacity to make judgments, power to sustain criticism and participate significantly in dis-

cussion, and grasp of the relevance and implications of ideas and divergent theories.

THE DISSERTATION

The dissertation should be a contribution to theological knowledge or understanding. It should deal with a significant topic so defined as to permit adequate treatment within one year of full-time research. It should demonstrate the candidate's grasp of the relevant literature in the several languages, and show his capacity to think independently, to organize concepts and materials, and to present findings in correct and literate form. It should also give evidence of his awareness of related ideas and remaining unsolved problems.

The dissertation should be approved by at least two and preferably three readers. The practice of having an outside reader is commended, and in a school which has less than three professors in a field, a reader from another school should be called upon.

THE QUALITY OF THE FACULTY

It can scarcely be too strongly emphasized that the success of a doctoral program depends chiefly on the quality of the faculty which administers it.

This faculty should consist of men of recognized and continuing scholarly activity, as evidenced by the publication of substantial scholarly work (books or major articles) beyond the doctoral dissertation. Continuing scholarly activity is possible only if the burden of teaching and administrative work is not too heavy and periodic leaves for research are provided. It is desirable that faculty members should have received instruction in schools with varying methods and points of view.

The fields in which doctors' degrees are offered should be only those in which at least two faculty members so qualified participate in the instruction and supervision of doctoral students. This may be arranged through the cooperation of neighboring institutions.

At least one-third of the total time of the qualified faculty members designated to instruct and supervise doctoral students should be available for doctoral instruction. A professor should not be required to supervise at one time more than five students engaged in active preparation of a dissertation.

LIBRARY

Doctoral study should be offered only where a library of a good university standard is available in the immediate vicinity to faculty and graduate students. It must be recognized that a library adequate for instruction of candidates for the basic theological degree may be inadequate for a doctoral program, and a library adequate for instruction in certain fields may not be so for others.

PROCEDURES FOR SELF-STUDY AND RESOURCES FOR COUNSELING FOR THEOLOGICAL SCHOOLS

I. *Self-Study*

Self-evaluation may be undertaken by any school at any time. Its purpose may be not only to assure a school that it is meeting minimum standards, but to discover areas needing improvement at any point in theological education, and to learn how what is being done well might be done better. Such self-study derives always from a school's will to excellence although for accredited schools it will be done in preparation for the periodic reevaluation by the Commission on Accrediting.

Assistance for such self-study is to be found in the following:

1. *Theological Education* (published quarterly by the AATS since 1964)
2. *Education for Ministry* by Charles Feilding (to be published Autumn 1966 by AATS)
3. *Pre-Seminary Education* by Bridston & Culver (published by Augsburg, 1965)
4. "Self-Study Schedules in Preparation for Reevaluation" (AATS, 1966)
5. Three volumes of the Survey of Theological Education in the U.S. and Canada by Niebuhr, Williams, and Gustafson (published by Harper & Brothers, 1956 to 1957)
6. *Bulletin 27* of AATS

II. *Counseling and Evaluation Resources Related to Self-Study*

After having made such a self-study, a school will often find it valuable to use one of several types of resources for counseling or evaluation available from the AATS.

1. For associate schools: Teams, usually of two men, representing the Commission on Research and Counsel of the AATS. Such teams talk with administration, faculty, and students, and then give an independent analysis of the school's life and work. This analysis is made available to the school, but is never made a public document by the Commission (although the school may do so if it wishes).
2. For accredited schools: On a normal ten-year cycle a reevaluation team to each school from the Commission on Accrediting to make an independent reevaluation as a

follow-up of the institutional self-study. A report will be made to the chief administrative officer of the school and to the Commission on Accrediting.

3. For all schools: Such advice and encouragement as the office staff is able to give on its periodic visits to the schools.

Requests for counsel with respect to self-study in any of the forms listed above may be addressed to the office of the AATS.

ESTABLISHMENT OF NEW SCHOOLS

The Commission on Research and Counsel has prepared and the Executive Committee adopted the following statement for the use of theological educators, denominational boards, and any concerned for the establishment, moving, or uniting of schools:

The Association believes that the wisest policy for the various church bodies which look toward the expansion of present seminaries and the establishment of new ones, requires analysis on a broad scale of the total resources of all the denominations. Further, there is urgent need for careful consideration of the location of new schools in relation to geographical and population factors, proximity to other educational institutions, and the possibility of increasing cooperation among the schools for the maximum use of their resources.

An important contemporary development is the growth of graduate departments of religion in many universities, which are likely to become increasingly significant in the training of teachers of religion. Their relationship to the training of ministers and to the graduate programs of seminaries and divinity schools should be taken into account in any assessment of future needs for expanding resources in theological education.

Therefore, the office of the Association expresses its deep interest in the problems of over-all strategy in the placement of new theological schools and offers its services in consultation to any denomination or group concerned with the establishment of new theological schools or contemplating decisions with respect to the relocation, combination, or enlargement of existing seminaries. The needs for theological education are so great that the most efficient use of all resources is a vital necessity.

ADDED NOTE

In its June 1966 meeting the Executive Committee of the Association, in response to the clear need for redeployment of resources for theological education, acted to establish a North American Resources Planning Commission for Theological Education. The Commission is to be charged to develop an overall plan for the redeployment of resources for theological education, taking into account present locations of schools, population density, church membership, uniqueness of contribution of particular institutions, negotiations regarding church union, variety of opportunity for church-world encounter, relationship with universities or other institutions of professional education, etc.

The entire operation is to be based on careful weighing of alternatives, the development of the best possible blueprints, publication of results for denominational boards, seminary boards, and general church planners to use. There is to be no compulsion—only the persuasiveness of a rational plan to help to meet the existent problems and pressures.

STATEMENT ON PRE-SEMINARY STUDIES

Traditional North American Expectations

Traditionally, theological schools in America have expected their students to prepare themselves for theological study by a broad undergraduate program in the liberal arts. When it came to a choice of concentration, students were often encouraged to major in classical languages or in the history of philosophy.

Contemporary Pressures for Change

Today, however, because of the wide range of undergraduate programs and majors offered by a great diversity of institutions of higher education, it is no longer feasible nor realistic to demand one particular type of undergraduate preparation as a prerequisite for theological study. Some of the ablest students in our theological schools have made their decision to prepare for the ministry after their undergraduate study was completed, or even after a period of time in an occupation apparently unconnected with the church's ministry.

The accelerating rate at which students in undergraduate programs at some of our most distinguished colleges and universities are urged toward a major field often makes impossible the development, even by superior students, of a broad humanities program. Able students whose concentration is in a field seemingly unrelated to religion sometimes begin to ask ultimate questions about the meaning of existence, and these then lead them into theological study.

Furthermore, a quiet revolution is occurring in the departments of religion. Whereas undergraduate instruction in religion was once regarded by some theological educators as too superficial and by others as too specialized for the proper undergraduate preparation of prospective seminarians, many religion departments now represent the best possibility an undergraduate may have on his campus for the integrating values of a liberal education. Indeed, strong religion departments may prepare students in such depth that they are ready to bypass the introductory courses of the traditional seminary curriculum.

Response of Theological Schools

The student contemplating seminary should be aware that the seminaries have responded to these challenges in a variety of ways. Some are persuaded that the trend away from the broad liberal arts background should be resisted; they expect every student to enter theological school with a wide spectrum of courses in the humanities, and may require students to compensate for deficiencies in the humanities by extra course work or by reading in specified disciplines before beginning theological study. Others prefer that a student concen-

trate in a field closely allied to religion such as history or philosophy. Some adopt a position of complete freedom for the student, on the assumptions that the ministry itself deals with many different concerns, that the quality of the student's academic performance is more important than his field of concentration, and that he may be allowed to make up deficiencies in certain areas by reading programs. Still others will encourage a student to pursue as rich and intensive an undergraduate program in religion as his college can provide, with the understanding that he can then enter directly into advanced courses in the seminary.

Counsel to Pre-Seminary Students

In every case, the student contemplating theological study should correspond at the very earliest opportunity with the school or schools to which he intends to apply and with the authorities of his church in order to learn what will best prepare him for the specific program he expects to enter. It is the judgment of AATS that a normative pattern of pre-seminary education will include many of the following subjects:

English language and literature; history, including non-Western cultures as well as European and American; philosophy, particularly its history and its methods; natural sciences, both the physical and the life sciences; social sciences, where psychology, sociology, and anthropology are particularly appropriate; the fine arts and music, especially for their creative and symbolic values; biblical and modern languages; religion, both in the Judaeo-Christian and in the Near and Far Eastern traditions.

Some seminaries require Greek or Hebrew for admission, and many advanced biblical courses are offered in the original tongues; modern languages have an immensely educative role and are required at the graduate studies level.

It is the understanding gained in these fields rather than the total of credits or semester-hours which is significant.

In many seminaries students who have been well prepared in religion and equipped with the tools of theological study will be set free, not to complete their theological course more quickly, but rather to pursue more advanced studies. The principle constantly to be kept in mind is not that of satisfying paper regulations and minimum requirements, but of making the most of opportunities for education.

Use of the Statement

This statement, adopted by the Association after consideration and study by its membership, is issued for the guidance of persons considering application to a seminary and their advisors. In no way does it bind or limit the seminaries in their admissions policies. Each seminary is free to set its own entrance and make-up requirements, to add to this statement or change its emphases.

Counsel to Theological Schools

The Association recommends to its member institutions that if a student applies for admission from a nonaccredited college, the applicant shall either be received on probation or pass satisfactorily an examination designed to test his knowledge—presumably in some of the areas suggested above—his ability to write and to think clearly and critically, and the degree of his accomplishment in one or more disciplines.

FACULTY FELLOWSHIP POLICIES IN ACCREDITED SCHOOLS

1. Persons eligible are those who are full-time faculty members; or part-time members who are expected to become full-time members; or faculty members-elect; all of whom are from accredited theological schools.
2. The norm is a full academic year plus one summer. Only in special cases will a nomination be considered for a shorter period of one semester or two quarters (depending upon the system used in the nominating school) plus a summer.
3. Normally the sabbatical period is given to study and writing, but travel and research which may not necessarily issue in publication are acceptable.
4. Normally the fellowship holder is expected to study at centers or schools other than those in which his previous education has been located.
5. Fellows of the program are strongly advised against accepting any teaching assignment during the period of their grant. If, however, and for an instance a study-proposal were to be carried forward in an overseas mission-school in which some classroom experience was manifestly germane to the project, a maximum of three hours per week in such circumstances would not be considered a violation of the terms of the grant.
6. No preference is given to nominees from any particular kinds of schools (so long as they are accredited) or to any particular areas within the theological curriculum.
7. The schools are asked to specify what kind of financial responsibility they propose to accept to support the projects of their nominees.
8. A school may not submit more than two nominations in any one year, except that if a school's faculty numbers 25 full-time teachers or more, a third nomination may be submitted.
9. No awards are made to applicants who have reached the age of sixty.
10. Although an application for a second grant is welcome, six full years must have elapsed between the end of the period covered by the award and the beginning of another; and priority is given to men who have not received a grant.

IN ASSOCIATE SCHOOLS

A similar program on a small scale is available to faculty members from associate schools. All of the conditions are the same except the requirement of accreditation. The stated purpose is to assist schools to move toward accredited membership.

At the biennial meeting of the Association in Richmond on June 16, 1960, the following amended documents were "adopted as presenting patterns and norms for advisory use by the members of the American Association of Theological Schools." Cf. Bull. 24, pp. 100 ff.

ACADEMIC FREEDOM AND TENURE IN THE THEOLOGICAL SCHOOL

The Meaning and Basis of Academic Freedom

The concern of theological schools for freedom in teaching and learning arises from the Christian faith with its promise of freedom in Christ to know the truth which is from God, which judges all human forms and institutions, and which will set men free. (John 8:32). Theological schools strive to be communities of teaching and learning in which freedom of mind and spirit are accepted as fundamental to the work in which they are engaged.

Freedom in the academic enterprise has been precious to all educational institutions. Nourished by Christian sources, love for freedom in the search for truth has also been defended on the basis of democratic principles and values. As theological schools seek to realize a genuine Christian freedom they can learn from the experience and practice of the wider academic community concerning the conditions and problems involved in securing the freedom of the teacher and the learner.

Some Christian interpreters will find the basis for academic freedom in the theological school directly within the Gospel itself as it creates a community in which the spirit of Christ informs and judges all human activities, and becomes the source of all genuine freedom.

Others will hold that as we seek to express the implications of the Gospel in specific principles and institutional forms we move into the sphere of law, governed both by the scriptural law of God and by elements of human law within the orders of society. They would be careful lest we equate a human standard with the Gospel freedom which transcends all law.

While we recognize different theological approaches to freedom, we acknowledge as members of theological schools that we share a common concern for realizing the highest possible standards of freedom in all institutions of education and we are concerned to make clear the general grounds upon which basic standards of practice in the schools can be established.

The following assertions are fundamental to a Christian view of academic freedom:

- I. The Christian faith directs all thought and life toward God who is the source of truth, the judge of all human thoughts, and the ultimate end of all theological inquiry.
- II. The freedom of the Christian always involves a commensurate responsibility toward God and neighbor. It is never the freedom merely to be left alone or to ignore basic obligations.
- III. Christian freedom exists within the confession of Christian faith. Theological schools may acknowledge specific confessional adherence as laid down in the charters and constitutions of the schools. A concept of freedom appropriate to theological schools will respect this confessional loyalty, both in the institutions and their individual members. At the same time, no confessional standard obviates the requirement for responsible liberty of conscience in the Christian community and the practice of the highest ideals of academic freedom.
- IV. While freedom must ultimately be realized through the spirit and loyalties of men, it must take form and be protected through concrete standards of institutional practice. Every statement of such standards moves somewhat in the sphere of law and regulation. We recognize that the effectiveness of stated principles depends finally upon the dedication within the Christian theological school to a genuine concern for liberty of mind and spirit in theological teaching.

Principles of Academic Freedom

- I. *The Freedom to Teach and to Learn*
 - A. The theological teacher and his students have the inquiry for truth central to their vocation and they are free to pursue this inquiry.
 - B. An institution which has a confessional or doctrinal standard may expect that its faculty subscribe to that standard and the requirement for such subscription should be mutually understood at the time of their affiliation with the institution. The question of a faculty member's adherence to the standard may be opened according to specified procedures.

Any challenge to the doctrinal regularity of a faculty member should be subject to open hearing before his colleagues and before the governing board of the school as well as before ecclesiastical tribunals which may have jurisdiction.

- C. So long as the teacher remains within the accepted constitutional and confessional basis of his school he should be free to teach, carry on research, and to publish, subject to his adequate

performance of his academic duties as agreed upon with the school.

- D. The teacher should have freedom in the classroom to discuss his subject in which he has competence and may claim to be a specialist without harassment or limitations.
- E. The teacher should be free to express and act upon his conscientious convictions as an individual citizen although he should realize that there is always the tacit representation of one's institution in whatever he says.
- F. Faculty members should take care lest they violate each other's academic freedom by covert interference with their colleagues' work or through bypassing the orderly processes of full faculty discussion of curriculum, appointments, and other basic matters.

II. *Appointments and Promotions*

A. Appointments

- 1. Power to appoint faculty members is specified in the charters and constitutions of the schools, and is usually lodged in the trustees or board of directors on recommendation of the administration. Consultation of the faculty about appointments should be practiced as an important support of the freedom of all.
- 2. Specific procedures for securing faculty nominations, faculty judgment and advice in the making of appointments should be observed.
- 3. The initial appointment to a faculty should be for a definite term, although this principle may be waived in the case of experienced men of proved competence.

B. Promotions

- 1. There should be a general stated policy concerning the basis of promotion which includes recognition of length of service, teaching ability and service, scholarly research and production, and promise of growing competence.
- 2. Provision for faculty ranks (e.g. instructor, assistant professor, associate professor, professor) offers a recognized, orderly, and useful arrangement for academic administration and promotion in which institutional flexibility and recognition of faculty service are both preserved. There should be at stated intervals review of the academic work and eligibility for promotion of all faculty members below the rank of professor.
- 3. The school administration and the faculty should have a mutual understanding of the general policies of the institution as to salary level and the bases of increase or decrease in salary.

4. Policies of the institution regarding service of faculty members to denominational and church bodies should be made clear, and both the school and the faculty should be protected from undue pressure from such activities which would interfere with the scholarly and teaching vocation.

III. *Tenure*

- A. Definition: After the expiration of a probationary period of appointment, teachers should have appointments on indefinite tenure. Such appointments should be terminated only for adequate cause and only after the fulfillment of clearly stated procedures for hearing and judgment.
- B. The meaning and basis of academic tenure: The provision for appointment on indefinite tenure is one way in which institutions safeguard their faculties' freedom to teach, to inquire, and to organize their academic programs. It is not intended to confer personal privilege.

It assures the faculty member that he will not be subject to dismissal for reasons other than the violation of the basic obligations which are properly laid upon all teachers and that he may normally expect to pursue his teaching vocation where he is until a change is mutually agreed upon by him and the institution.

This provision for indefinite tenure is an arrangement which is justified by the above considerations and by its fruits in practice. It is not an absolute guarantee either of freedom or its right use. It may lead to difficulties when professors do not fulfill expectations and cling to positions which they are no longer fitted to fill in an adequate way.

Faculties should seek ways to insure so far as possible that the privilege tenure grants will not be abused, or result in damage to the function and efficiency of the institutions.

C. Accepted practice

1. The precise terms and conditions of every appointment (including any limitation on academic freedom that may exist for any reason whatsoever) should be stated in writing and be in the possession of both the institution and the teacher at the time the appointment is made.
2. After appointment to full-time faculty membership the probationary period should not exceed the agreed upon maximum adopted by the school.
 - a. This period should not exceed seven years in the same institution.¹ If, however, after a probationary period of more

¹ For this view see the work of the joint committee representing the American Association of University Professors and the Association of

than three years in one or more institutions a teacher is called to another school, it may be agreed in writing that his new appointment is for a probationary period of not more than four years.

b. Whatever the specified number of years may be, the plan should be clearly understood and should provide a definite safeguard against any situation in which a teacher is kept on indefinitely without tenure and without knowledge of what his prospects are in relation to the school.

c. At least six months prior to the expiration of the last year of the probationary period, notice should be given whether or not the teacher is to be continued in service.

3. Termination of membership in a faculty may be by—

a. Expiration of a term appointment;

b. Dismissal for adequate cause, in which case standards are set down in Section IV of this paper;

c. Resignation, in which case Section I of the AATS document entitled, "Institutional Procedures with Respect to Faculty Resignations, Leaves, and Retirement," provides standards for faculty members and administrative officers;

d. Retirement, in which case Section III of the AATS document entitled, "Institutional Procedures with Respect to Faculty Resignations, Leaves, and Retirement," may serve to indicate standards. Cf. pp. 46-48.

IV. Dismissals

A. Principles

1. Grounds for dismissal should be stated in the conditions of faculty employment and clearly understood. These should include incompetence, moral delinquency, and failure properly to perform duties.

2. Dismissal procedures should be clearly stated and rigorously observed. In the hearings involved in these procedures there should be representatives of the peers and colleagues of the professor involved.

B. Suggested procedures: When all personal attempts at negotiation and reconciliation between the administration and faculty member(s) as parts of a Christian fellowship have failed, the

American Colleges published in the *Bulletin of the AAUP*, XLV, 1 (Spring, 1959), 107-114.

Some theological schools hold this period to be too short to discover whether a person is sufficiently adequate for the theological disciplines to receive indefinite tenure and lean toward a ten year maximum probationary period or toward making the decision respecting tenure prior to the age of forty-five years.

welfare of the school and faculty may require the putting into use of clearly defined dismissal proceedings. The following description of proceedings is meant to be suggestive for such definition. Acceptable procedures should provide for—

1. Informal inquiry and counsel by a committee chosen by the faculty.
2. When informal efforts have failed, a clear statement of grounds for removal submitted to the person under notice of dismissal.
3. Hearing by a committee which includes adequate representation by the faculty in one of two ways—
 - a. A committee of the faculty acting as a fact-finding body, or
 - b. A joint committee of trustees and faculty acting as a fact-finding body.
4. Permission for the person under notice of dismissal to continue his duties until proceedings are complete unless immediate harm to himself or others is threatened by his continuance. Any suspension should be with pay.
5. Normally a theological seminary will feel an obligation to continue a professor's salary up to one year after dismissal where there is a clear case of need.

Appendix

The following lines of procedure are suggested and are based upon the work of the joint committee from the American Association of University Professors and the Association of American Colleges.¹ Procedures should include—

1. Hearing by the committee comprised in such manner as to include adequate representation by faculty after sufficient time for preparation of defense.
 - a. This hearing committee to examine the stated grounds for dismissal, the written defense by the person under notice of dismissal, and the testimony of witnesses if facts are in dispute.
 - b. The person under notice of dismissal to have option of assistance by counsel, the aid of the committee in securing witnesses, the right to be confronted by all adverse witnesses or where this is impossible, to know the identity of such witnesses.
 - c. Both the administrator and the person under notice of dismissal or their representatives to be given opportunity for presenting briefs and arguing the case orally before the committee.
 - d. Stenographic records to be made of the hearing and to be available to both parties.

¹ *Bulletin of the AAUP*, XLIV, 1, (Spring, 1958), 270-274.

2. Preparation of hearing committee findings regarding each ground proposed for dismissal and conveyance of its findings to the president and to the person under notice of dismissal.
3. Conveyance of transcription of the hearing with the committee findings by the president to the governing body which normally would be expected to act upon the basis of the committee's findings.
4. If governing body chooses to review the case, its review to be based on the record of the previous hearing accompanied by argument by the principals.
5. Avoidance of public statements by either the administration or the person under notice of dismissal until the proceedings are complete. Inclusion of a statement of the hearing committee's original findings, if these have not previously been made known, in the announcement of the governing body's decision.

INSTITUTIONAL PROCEDURES WITH RESPECT TO FACULTY RESIGNATIONS, LEAVES, AND RETIREMENTS

I. *Resignations*¹

A. Principles

1. Sufficient time should always be allowed in a resignation so that the academic program of the school does not suffer unduly.
2. Proposals leading to resignations should be carried on sufficiently in the open so that the school from which the resignation is made may have an opportunity to enter into the conversations.

B. Acceptable Practice

1. The minimum length of notice by a professor or an associate professor should be six months; by an assistant or instructor, three months. (Considering the restricted supply, a year may be fairer.)
2. In offering appointments to faculty personnel in other institutions:
 - a. Informal inquiry as to whether a teacher would be willing to consider transfer under specified conditions is appropriate at any time.
 - b. Such inquiry should be accompanied by notice to the administrator that preliminary conversation is being carried on with a member of his faculty.

II. *Sabbatical Leaves*

A. Principles

1. A school is responsible for making provision of time and support for the continued intellectual and spiritual growth of faculty members.
2. A teacher is responsible for taking and using to the utmost opportunities for intellectual and spiritual growth which are provided.

B. Recommended practice

1. A sabbatical leave should be provided for each member of the faculty on indefinite tenure at least after each six years of service in a school, provided that he plans to make use of this in line with the conditions suggested below. Some schools cur-

¹ This statement is adapted in part from the "Statement Concerning Resignations, 1929" of the American Association of University Professors published in the *Bulletin of the AAUP*, XLV, 1, (Spring, 1959) 111-112.

rently provide one-half year leave after three years of full-time teaching.

2. The minimum length of such leave with full salary should be one quarter or semester plus a summer; but where a longer leave seems desirable salary adjustments should be arrived at through conference.

3. Sabbatical leave should be conceived of by the teacher and the administration as a time for deeper study, research, or writing. Where possible, location in another center of learning will add breadth to the point of view.

4. Normally the teacher will promise to return to the school which has granted the sabbatical leave and to remain at the school for a minimum of one year after the leave.

III. *Retirement*¹

A. Principles

1. The policy of a school regarding retirement "should be such as to increase effectiveness of its services as an educational institution."

2. "The policy and plan should be such as to attract individuals of the highest abilities to educational work, to increase the morale of the faculty, to permit faculty members with singleness of purpose to devote their energies to serving their institution, and to make it possible in a socially acceptable manner to discontinue the services of members of the faculty when their usefulness is undermined by age."

B. Recommended practice

1. "The retirement policy and annuity plan of an institution should be clearly defined and be well understood by both the faculty and the administration of the institution."

2. "The institution should have a fixed and relatively late retirement age, the same for teachers and administrators."

a. Fixed retirement age is usually from 65 to 70 under present circumstances.

b. Involuntary retirement before the fixed age should in all cases be considered by a joint faculty-administration committee.

3. The institution should provide for a system of retirement annuities. Such a system should—

a. Be financed by contributions made during the period of active service by the individual and the institution. (Some

¹ Ibid., 113-114.

schools have their faculty in ministerial pension systems and within such pay the total cost.)

b. In a denominational school offer no less than is provided within the ministers' pension system of the denomination.

"c. Be planned to provide under normal circumstances for a retirement life annuity of approximately 50% of the average salary over the last 10 years of service, if retirement is at 70, and a somewhat higher percentage if the fixed retirement age is younger. (It is understood that the amount of the available joint life annuity on life of husband and wife would be somewhat less.)" Teachers who move to a different faculty at an age nearing retirement cannot expect the institution to assume the full burden of a pension at the suggested rate.

"d. Insure that the full amount of the individual's and institution's contribution, with the accumulations thereon, be vested in the individual, available as a benefit in case of death while in service, and with no forfeiture in case of withdrawal or dismissal from the institution.

"e. Be such that the individual may not withdraw his equity in cash but only in the form of an annuity. (To avoid administrative expense, exception might be made for very small accumulations in an inactive account.) Except when small, death benefits to a widow should be paid in the form of an annuity. Death benefits to other beneficiaries would normally be paid in cash unless provided to the contrary by the individual faculty member.

"4. When a new retirement policy or annuity plan is initiated or an old one changed, reasonable provision either by special financial arrangements or by the gradual inauguration of the new plan should be made for those adversely affected."

At the biennial meeting of the Association in Alexandria, Va., on June 9, 1966, the Association voted to receive the following document and make it available to the schools for their use.

SUGGESTIONS ON PROFESSIONAL ETHICS FOR TEACHERS IN THEOLOGICAL SCHOOLS

Preamble

Even though theological teachers are known for their profession and teaching of religious faith, they are susceptible to the temptations common to all men and especially to those which are prominent in the academic setting. A high degree of Christian moral integrity is expected of them in consonance with their faith. By their actions and words they should demonstrate that the work of teaching or administering in a theological school is an authentic form of ministry, a true vocation to the service of God. In addition to the general expectation of moral character and virtue in a person who is called to teach in a seminary, there is still a manifest need for the definition of standards of excellence and rectitude with regard to this work.

The following propositions are proposed as an attempt to set forth such a definition. They are applicable in the main to full-time teachers on theological faculties. They presuppose the norms already accepted in the document on Academic Freedom and tenure issued by the AATS in 1960.

Six Dimensions of Ethical Responsibility May Be Discerned:

I. To One's Academic Specialty in Respect to the Intellectual Search for Truth and the Testing of It

(a) Distinguishing knowledge which can be universally demonstrated from convictions which come by faith and opinions which cannot be proven.

(b) Maintaining intellectual honesty and encouraging it by personal example.

(c) Refining of professional competence and skill throughout one's lifetime by keeping abreast of current thought and using all appropriate teaching methods, as well as wisely using weekends, summers, and sabbatical leaves.

(d) Seeking supervision and expert counsel without losing one's own independence.

(e) Not thinking of one's own specialty more highly than one ought to think: that is, regarding it, like all other parts of the theological curriculum, as indispensable but not all-inclusive, and not presuming to pose as an expert in all fields.

(f) Maintaining a proper balance of working-time between research and class preparation, insofar as these may not always be identical.

II. *To One's Students*

(a) Giving adequate amount of time, attention, and energy to students.

(b) Respecting the students' integrity and individuality as persons and helping them face personal problems.

(c) Respecting students' religious faith and vocation, whether or not these agree with those of the professor himself.

(d) Being concerned for the nurture and maturation of the student's motivation as a minister.

(e) Remaining impartial towards one's students, avoiding both favoritism and hostility toward particular students, and avoiding preoccupation with "problem students" at the expense of others.

(f) Avoiding extreme forms of permissiveness and authoritarianism in teaching and personal relations with students.

(g) Reading and evaluating papers, theses, and examinations with care and constructive criticism.

(h) Sharing decisions concerning the total academic and/or professional destiny of students with appropriate faculty colleagues and committees.

(i) Protecting professional confidences and information that should remain the sole possession of the administration and faculty.

III. *To One's Academic Institution (Seminary, College, University) as a Community of Colleagues*

(a) Accepting a fair share of teaching assignments in accord with agreed curricular policies.

(b) Assuming a proper share—neither too little nor too much—of committee and administrative work.

(c) Restraining personal ambition for advancement, promotion, or other preferment at the expense of a colleague's position; and also showing due concern for the personal interests of colleagues.

(d) Respecting the academic specialties and viewpoints of colleagues while maintaining the right to disagree; refraining from disrespectful discussion of them in classrooms or elsewhere in the presence of students.

(e) Showing due regard for those in administrative position and for their procedures and policies; expressing legitimate disagreements in an honest and open manner without encouraging factionalism; willingly accepting supervision and helpful criticism.

(f) Abiding by all terms of a contract or agreement with the institution, as well as by faculty rules.

(g) Avoiding the misuse of the right of resignation by not indulging in threats thereof without real decision and consequent action; and by the same token, if an administrator, not threatening punitive or retaliatory action against faculty members.

(h) Deporting oneself in relation to persons outside the institution so as to bring credit, rather than disrepute, to the seminary; and not presuming to represent the mind of one's colleagues nor to involve them in controversies without prior consultation with them.

IV. *To the Kingdom of God, the Church, and One's Own Parish and Denomination*

(a) Maintaining the priority of one's ministry as a teacher in accord with the specifications of his own position; observing faithfully the regulations of one's denomination regarding ordination.

(b) Supporting one's own denomination and other churches, and refraining from falling into either cynicism or apathy towards them when expressing just criticism of their mistakes and failures.

(c) With respect to outside engagements and responsibilities, holding the factor of personal financial need in balance with that of one's duties to his institution, it being understood that the institution has a duty to the teacher to provide such adequate compensation that full-time service may justly be expected.

(d) Doing ecclesiastical work in such a way as to contribute to effective academic work and not to militate against it.

V. *To One's Social and Civic Community*

(a) Recognizing and (where possible) fulfilling one's responsibilities as a citizen in a democratic society.

(b) Relating where appropriate the values and insights of one's study, knowledge, and special talents to the well-being of society.

VI. *To One's Self as a Person*

(a) Not allowing the intellectual or functional elements of

one's profession to hamper growth towards the wholeness of Christian life.

(b) Not allowing preoccupation with academic routine to hinder one's care for physical and mental fitness and social maturity.

(c) Fulfilling to the best of one's ability the responsibilities of family life.

Possible Uses of This Document

1. As a self-study guide for faculty discussions in the development of a common ethical perspective.
2. As a guide to new professors for the formation of professional habits of teaching.
3. As a means of communication with boards of trustees and other responsible bodies of the constituency as to professors' self-expectations concerning their work.
4. As a supplement to the AATS document on Academic Freedom and Tenure, the aim of which is to discuss in detail the ethical responsibilities of professors.

At the biennial meeting of the Association in Alexandria on June 9, 1966, the following Statement of Principles was adopted with the request that each seminary on the basis of this document formulate and publish its own principles of financial aid to students.

PRINCIPLES OF STUDENT FINANCIAL AID IN THEOLOGICAL EDUCATION

1. The primary purposes of a financial aid program for theological students are to assist students in their educational preparation for church occupations, and to make possible the enrollment of increased numbers of promising candidates by providing assistance to students who demonstrate financial need.
2. The total amount of financial assistance offered a student should not exceed the amount of his need.
3. Financial need is defined as the difference between the total cost of attending a particular institution and the amount of the resources available to the student.
4. Financial assistance consists of scholarships, loans, grants-in-aid, and employment, which may be worked out in various combinations. Acceptance of a loan should not be considered by the seminary as the prerequisite to the award of a scholarship or job.
5. The family of a student, whether the student is unmarried or married, is expected to make every reasonable effort to assist the student with his educational expenses.
6. The student himself is expected to provide a major share of his expense through savings and other assets, through summer employment, and through term-time work where feasible.
7. In case of a married student with no children, the spouse is expected to be gainfully employed. The spouse's total earnings are to be considered as a part of the total family income. Because of the importance of this source of income, student couples who expect to receive financial aid should postpone having children until the completion of schooling.
8. The student's home church should assist with the costs of his preparation for a church occupation in cases where the student demonstrates financial need and if such assistance is consistent with denominational policy.
9. Since the principles of Christian stewardship apply to all Christians, candidates should make provision in their financial estimates for gifts to church and charities out of their own earnings.
10. Financial assistance is granted on the basis of need on a year-to-year basis, with reapplication and review each year.

11. The seminary should clearly state the total yearly cost of attendance based on actual survey of its own factors and should outline for each student seeking assistance an estimate of his financial need. The seminary should strive, through its publications and other communications, to provide colleges, parents, and students with factual information about its aid opportunities, programs, and practices.

CONSTITUTION OF THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS, INC.

I. NAME

The name of this organization is The American Association of Theological Schools in the United States and Canada, Inc.

II. PURPOSES

The purposes of the Association, as stated in its certificate of incorporation, are: to provide facilities for its members to confer concerning matters of common interest to theological schools, to consider any problems that may arise as to the relations of such institutions to one another or to other educational institutions or to governmental authorities, to recommend standards of theological education and maintain a list of member institutions accredited on the basis of such standards, and, in general, without limitation to the foregoing, to promote the improvement of theological education in such ways as it may deem appropriate, except that the Corporation is not authorized to engage in any activities for pecuniary profit or to conduct any form of schools or classes of instruction. The Corporation may engage in its authorized activities both in the United States and elsewhere, subject to applicable law.

III. MEMBERSHIP

1. NATURE OF MEMBERSHIP. The membership of The American Association of Theological Schools, Inc., shall consist of those institutions engaged predominantly at the post-college level in educating and training for the Christian ministry, which have been elected in accordance with the procedures stipulated in section 2 below.

2. CLASSES OF MEMBERSHIP.

(a) Accredited members shall be those institutions in the United States and Canada which after recommendation by the Commission on Accrediting shall have been elected by a two-thirds vote of the accredited members of the Association (1) present and voting at a

meeting of the Association or (2) casting a mail vote within 30 days after the mailing of ballots from the Association office. In keeping with quorum provisions (IV, 3) at least 30 ballots shall be cast for such a mail vote to be considered valid.

(b) Associate members shall be those institutions in the United States and Canada which have met the conditions for associate membership prescribed by the Association, have been proposed for associate membership by the Executive Committee, and have been elected by a two-thirds vote of all the members of the Association (1) present and voting at a meeting of the Association or (2) casting a mail vote within 30 days after the mailing of ballots from the Association office. In keeping with quorum provisions (IV, 3) at least 30 ballots shall be cast, with not fewer than 20 of these from accredited schools, for such a mail vote to be valid.

3. PRIVILEGES OF MEMBERSHIP. All classes of members shall have full and equal rights, except that in actions of the Association relating to accreditation and to Standards for Accrediting, the right of vote shall be restricted to accredited members.

4. DUES. Each member institution, whether associate or accredited, shall pay annual dues as prescribed by the by-laws. Institutions which are at any time two years in arrears in the payment of their prescribed annual dues shall be regarded as having withdrawn from the Association.

IV. MEETINGS OF THE ASSOCIATION

1. REGULAR MEETINGS. In each even-numbered year the Association shall hold a biennial meeting at such time and place as the Executive Committee may determine. The holding of a meeting in other years shall be deemed to be waived unless requested in writing by any member of the Association at least 60 days before the third Wednesday in June, which request shall contain the purpose or purposes for which the meeting is desired. If so requested, it shall be held on that date or another at such time and place as may be determined by the Executive Committee, on at least 30 days' notice. Each such meeting shall be confined to such business as is specified in the notice of the meeting.

2. REGIONAL AND SPECIAL MEETINGS. Regional or special meetings of the Association may be held at such times and places as the Executive Committee may determine. Each such meeting shall be confined to such business as is specified in the notice of the meeting.

3. REPRESENTATION AT MEETINGS. At the meetings of the Association each member institution may have any number of representatives, but shall have only one vote. Thirty voting representatives of member schools shall constitute a quorum of the Association, provided that not fewer than twenty of those voting representatives shall represent accredited schools.

4. NOMINATING PROCEDURES. Prior to each regular meeting the President shall appoint a nominating committee of five persons which shall present to the Association nominations for (a) the officers to be elected pursuant to Section 1 of Article V, and (b) the vacancies on the Executive Committee. The Executive Committee shall serve as the nominating committee for vacancies in all commissions. Nominations for the offices, Executive Committee, and the commissions may also be made from the floor of the meeting.

V. OFFICERS

1. ELECTED OFFICERS.

(a) The Association shall have a President, a Vice-President, a Secretary, and a Treasurer, who shall be elected at each biennial meeting. These officers shall assume their duties upon the adjournment of the meeting at which they are elected and shall hold office to the close of the meeting at which their successors are elected. The President, Vice-President, and Secretary shall not be eligible for immediate re-election. In case there is a vacancy in any such office, the Executive Committee may appoint a successor to serve until his successor is elected by the Association and qualifies.

(b) The President, Vice-President, and Secretary shall perform the duties normally incident to their offices at all meetings of the Association and shall exercise such other functions as may be assigned to them by the Association or by the Executive Committee.

(c) The Treasurer, subject to such regulations as may be prescribed by the Executive Committee, shall have custody of the Association's funds and securities and shall be responsible for disbursements. He shall perform the duties normally incident to the office of treasurer and such others as may be assigned to him by the Association or the Executive Committee. He shall deposit the Corporation's funds in such banks or trust companies, and its securities in such deposit vault or in the custody of such institution, as may be designated by the Executive Committee. Unless otherwise determined by the Executive Committee, the withdrawal of such funds or securities shall be effected only on the signature of any two persons as designated by the Executive Committee. The Treasurer shall present the budget for the ensuing biennium as approved by the Executive Committee for adoption by the Association at its biennial meeting.

2. **EXECUTIVE DIRECTOR.** There shall be an Executive Director who shall be chosen by the Association upon nomination of the Executive Committee. He shall devote his full time to the work of the Association and shall perform such functions as may be assigned to him by the Association or the Executive Committee. He shall be expected to attend all meetings of the Association, the Executive Committee, and the Commission on Accrediting, and to participate in their discussions. His appointment may be terminated by the Executive Committee on at least six months' notice as voted by no fewer than six members of the said committee and as communicated to him in writing.

3. **OTHER OFFICERS.** The Association may authorize the Executive Committee to appoint such other officers as it may deem appropriate and define their qualifications, functions, and terms of office.

4. **COMPENSATION.**

(a) The Executive Committee shall determine the salary of the Executive Director and any other employed officer of the Association whom the Association may decide to employ. The compensation of any such employed officer shall be included in the Treasurer's report at each biennial meeting.

(b) No member of the Executive Committee or officer of the Association shall be interested, directly or indirectly, in any contract relating to operations conducted by the Association, unless authorized by the concurring vote or written approval of two-thirds of the members of the Executive Committee. This restriction shall not apply to a contract with a theological institution with which a member of the Executive Committee or an officer is associated if he, as an individual, has no financial interest in the contract.

VI. EXECUTIVE COMMITTEE

At the biennial meeting of the Association at which this constitution is adopted, the representatives present and voting shall elect nine persons who, with the elected officers specified in Article V Section 1 (a) above, shall constitute an Executive Committee, and shall hold office until their successors are elected and qualify. These nine elected persons shall serve for terms of six years, except that, of those first elected, three shall serve for terms of two years, and three for terms of four years. At subsequent biennial meetings the Association shall elect three persons to succeed those who have at that meeting completed their term of office and shall fill vacancies to complete unexpired terms. Members of the Executive Committee shall not be eligible immediately to succeed themselves. The President of the Association shall be the chairman of the Executive Committee. It shall be the duty of the Executive Committee to prepare the programs for the biennial meetings of the Association and to act for it between meetings of the Association. The Executive Committee shall act as a Board of Review to hear appeals concerning actions of the Commission on Accrediting or any other commissions, officers, or agencies of the Association. The decisions of the Executive Committee in such cases shall be final, except insofar as provision is made in Article VII for the setting up of an appeal committee with regard to actions of the Commission on Accrediting. It shall be the duty of the Executive Committee to report its actions to the biennial meeting.

VII. COMMISSIONS

1. COMMISSION ON ACCREDITING. The Commission on Accrediting shall consist of nine persons from accredited

institutions elected by a two-thirds vote of the members of the Association present and voting after nomination by the Executive Committee at the biennial meeting at which this constitution shall be adopted. The nine members shall serve for terms of six years, except that, of those first elected, three shall serve for terms of two years, and three for terms of four years. At subsequent biennial meetings the Association shall elect three persons to succeed those who have at that meeting completed their terms of office. Commissioners shall not be eligible immediately to succeed themselves, and no one shall serve at the same time on both the Executive Committee and the Commission on Accrediting. The Commission shall at each biennial meeting of the Association elect its chairman from its own membership. It shall be the duty of the Commission on Accrediting to maintain a list of accredited theological schools under standards determined by the Association and to recommend to the Association institutions to be placed upon this list. In the instance of withdrawal of accreditation or the placing of a school on probation by the Commission on Accrediting, the action shall not be submitted to a vote of the Association but appeal from the action of the Commission on Accrediting in any matter may be made to the Executive Committee. If the representatives of ten accredited schools shall make written request to the President for the appointment of a further appeal committee of five persons not members of either the Commission on Accrediting or of the Executive Committee, he shall so do on the understanding that the financial cost involved shall be borne by the institution under review and that the report of the appeal committee shall be made to the Association at its next regular meeting.

2. OTHER COMMISSIONS. Other commissions shall consist of nine persons from member institutions elected by a two-thirds vote of the members of the Association present and voting after nomination by the Executive Committee at the biennial meeting at which this constitution shall be adopted. The nine members shall serve for terms of six years, except that, of those first elected, three shall serve for terms of two years, and three for terms of four years. At subsequent biennial meetings the Association shall elect three persons to succeed those who have at that meeting completed their terms of office. The chairman of each com-

mission shall be appointed by the Executive Committee for a term of two years. The commissions shall deal with such matters as are assigned to them by the Executive Committee.

3. COMMITTEES. Committees shall consist of those persons nominated by the Executive Committee and elected by the Association to deal with particular business and shall continue in being until discharged by the President or until the subsequent biennial meeting of the Association.

VIII. LIMITATION OF POWERS

No act of the Association or of the Executive Committee shall be held to control the policy or line of action of any institution belonging to it.

IX. AMENDMENTS

This constitution may be amended by a majority vote of the accredited member institutions present at any meeting of the Association, provided notice of the proposed amendment shall have been given in the call for the meeting. It shall be the duty of the Secretary to include in the call for any biennial meeting any amendment requested in writing by any five member institutions.

X. BYLAWS

The Association may adopt bylaws consistent with this constitution.

BYLAWS OF THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS, INC.

I. NOTICE OF MEETINGS

Notice of every meeting of the Association shall be mailed to the usual address of each member as appearing on the books of the Association at least 30 days before the meeting. Such notice may be waived by written waivers signed by all of the members before, at, or after the meeting.

II. QUORUM

Thirty voting representatives of member schools shall constitute a quorum for all meetings of the Association, provided that not fewer than twenty of those voting representatives shall represent accredited schools; and a majority of those present and voting shall be sufficient for any action except as otherwise provided by law, in the constitution or bylaws, or by previous resolution of the Association.

III. PROXIES

Proxies may be given, and shall be counted in determining a quorum, for regular meetings of the Association if held in years in which biennial meetings are not held, and for special meetings of the Association.

IV. COMMITTEE MEETINGS

The Executive Committee, the Commission on Accrediting, and any other commissions or committees which may be created may prescribe their own rules as to notice, quorum, and conduct of meetings, and may create such subcommittees as they deem appropriate and define their functions.

V. DUES AND FEES

The following are the dues and fees for the member schools of the Association:

1. ACCREDITED AND ASSOCIATE MEMBERSHIP DUES.

The phrase "total annual operating expenditure" is understood to include (1) net cost of auxiliary enterprises—

board, dormitories, and bookstore (no others); (2) all other gross operating costs, including student aid, scholarships, and a pro-rated part of the general costs of a larger or integrally related institution.

\$80 a year for each school with a total annual operating expenditure of less than \$50,000 per annum

\$105 a year for each school with a total annual operating expenditure of over \$50,000 per annum, but under \$100,000

\$120 a year for each one over \$100,000 and under \$150,000

\$160 a year for each one over \$150,000 and under \$200,000

\$215 a year for each one over \$200,000 and under \$250,000

\$265 a year for each one over \$250,000 and under \$300,000

\$320 a year for each one over \$300,000 and under \$350,000

\$375 a year for each one over \$350,000 and under \$400,000

\$425 a year for each one over \$400,000 and under \$450,000

\$480 a year for each one over \$450,000 and under \$500,000

\$535 a year for each one over \$500,000 and under \$550,000

\$585 a year for each one over \$550,000 and under \$600,000

\$640 a year for each one over \$600,000 and under \$650,000

\$695 a year for each one over \$650,000 and under \$700,000

\$745 a year for each one over \$700,000 and under \$750,000

\$800 a year for each school with an operating budget of over \$750,000 per annum

2. INSPECTION FEE

A fee of two hundred fifty dollars is charged for the inspection of a school applying for accreditation.

VI. FISCAL YEAR

The fiscal year of the Association shall be from July 1 to June 30.

VII. SEAL

The corporate seal shall bear the inscription "The American Association of Theological Schools, Inc. Corporate Seal, N.Y." in substantially the form impressed on the original of these bylaws in the minute book.

VIII. AMENDMENTS

The bylaws may be amended at any biennial meeting of the Association by a two-thirds vote of the members present, provided that notice of the proposed amendment has been given at a previous session of said meeting, or in a previous regular meeting.

PART II

PROCEEDINGS

THE PROGRAM

Theological Education for a Changing Ministry

TUESDAY, JUNE 7

- 4:00 p.m. REGISTRATION—Scott Lounge
6:00 p.m. DINNER—The Refectory
7:00 p.m. REGISTRATION—Scott Lounge

WEDNESDAY, JUNE 8

- 8:00 a.m. REGISTRATION—Scott Lounge
8:30 a.m. BREAKFAST—The Refectory
9:00 a.m. WORSHIP—The Chapel Dean Trotter
9:15 a.m. PRESIDENTIAL ADDRESS President Binkley

The Education of Ministers in Contemporary Society

- 10:30 a.m. COFFEE—Scott Lounge
11:00 a.m. BUSINESS AND REPORTS:—Packard-Laird Hall
 1. Executive Committee
 2. Executive Director
12:30 p.m. LUNCH—The Refectory
2:00 p.m. BUSINESS AND REPORTS:—Packard-Laird Hall
 3. Commission on Accrediting
 4. Treasurer
 5. Commission on Faculty Fellowships
 6. Commission on Research and Counsel
 (a) Degree nomenclature
 (b) Professional ethics
6:00 p.m. DINNER—The Refectory
7:30 p.m. ADDRESS—The Chapel Professor Cox

The Significance of the Church-World Dialogue for Theological Education

PANEL: Professor Marty, Professor Mollegen

THURSDAY, JUNE 9

- 8:00 a.m. BREAKFAST—The Refectory
9:00 a.m. WORSHIP—The Chapel Dean Lazareth
9:15 a.m. ADDRESS President Bennett

The Implications of the Social Revolution for Theological Education

PANEL: Professor Shaull, Mr. Rooks

- 10:30 a.m. COFFEE—Scott Lounge
11:00 a.m. BUSINESS AND REPORTS:—Packard-Laird Hall
 7. Committee on Clinical Pastoral Education
 8. Commission on Christian Education
 9. Representatives to Joint Committee on Student
 Financial Aid
10. Representatives to Joint Committee on Recruiting

- 12:30 p.m. LUNCH—The Refectory
 2:00 p.m. BUSINESS AND REPORTS:—Packard-Laird Hall
 11. Election of officers
 12. Library Development Program
 13. Department of Ministry, Vocation, and Pastoral Services
 14. Ministry Studies Board
 7:00 p.m. BANQUET—The Refectory

FRIDAY, JUNE 10

- 8:00 a.m. BREAKFAST—The Refectory
 9:00 a.m. WORSHIP—The Chapel Dean Gandy
 9:15 a.m. ADDRESS Father Burghardt

*The Import of Ecumenical Developments for
 Theological Education—A Roman Catholic View*

- 10:00 a.m. COFFEE—Scott Lounge
 10:30 a.m. ADDRESS—The Chapel Professor Minear

*The Import of Ecumenical Developments for
 Theological Education—A Protestant View*

Comments representing an Orthodox view
 Dean Schmemmann

Discussion

- 12:00 noon Prayer and adjournment

PARTICIPANTS IN THE PROGRAM

John C. Bennett, President, Union Theological Seminary
 Olin T. Binkley, President, Southeastern Baptist Theological Seminary
 Walter J. Burghardt, S.J., Managing Editor of *Theological Studies*,
 Woodstock College
 Harvey Cox, Associate Professor of Church and Society, Harvard
 Divinity School
 Samuel L. Gandy, Dean, Howard University School of Religion
 William H. Lazareth, Dean, Lutheran Theological Seminary at Phila-
 delphia
 Martin E. Marty, Associate Professor of Church History, University
 of Chicago Divinity School
 Paul S. Minear, Winkley Professor of Biblical Theology, Yale Divinity
 School
 Albert T. Mollegen, Professor of New Testament Language and
 Literature, Protestant Episcopal Theological Seminary in Vir-
 ginia
 C. Shelby Rooks, Associate Director, The Fund for Theological Edu-
 cation
 Richard Shaull, Professor of Ecumenics, Princeton Theological
 Seminary
 Alexander Schmemmann, Dean, St. Vladimir's Orthodox Theological
 Seminary
 Jesse M. Trotter, Dean, Protestant Episcopal Theological Seminary
 in Virginia

REGISTRATION

Representatives from Accredited Member Schools

Anderson School of Theology.....	Gene W. Newberry
Andover Newton Theological School.....	Roy Pearson
	George W. Peck
Asbury Theological Seminary.....	Maurice Culver
	Frank Bateman Stanger
Austin Presbyterian Theological Seminary.....	David L. Stitt
Berkeley Baptist Divinity School.....	Robert J. Arnott
	Arthur L. Foster
Berkeley Divinity School.....	Richard H. Wilmer
Bethany Theological Seminary.....	Warren F. Groff
	Paul M. Robinson
Boston University School of Theology.....	Walter G. Muelder
Brite Divinity School of T.C.U.....	Elmer D. Henson
	William Tucker
California Baptist Theological Seminary...	Robert C. Campbell
	C. Adrian Heaton
Calvin Theological Seminary.....	John H. Kromminga
Candler School of Theology.....	Earl Brewer
	William R. Cannon
	Ross Freeman
Central Baptist Theological Seminary.....	Paul T. Losh
	Robert G. Torbet
(Chicago) Lutheran School of Theology at Chicago.....	Stewart W. Herman
	Johannes Knudsen
	L. Dale Lund
Christian Theological Seminary.....	Beauford A. Norris
	Ronald E. Osborn
Church Divinity School of the Pacific.....	Sherman E. Johnson
(Claremont) School of Theology at Claremont	Ernest Cadman Colwell
	F. Thomas Trotter
Colgate Rochester Divinity School.....	Gene E. Bartlett
	Vinjamuri E. Devadutt
Columbia Theological Seminary.....	Dean G. McKee
Concordia Seminary	Arthur C. Repp
Crozer Theological Seminary.....	Melvin Henderson
	Ronald V. Wells
Drake University Divinity School.....	Adrian L. McKay
Drew University Theological School.....	Charles W. Ranson
Dubuque Theological Seminary.....	Calvin Schnucker
Duke University Divinity School.....	Robert E. Cushman
Eastern Baptist Theological Seminary.....	Walter Bruce Davis
	Thomas B. McDormand
	William D. Thompson
Eden Theological Seminary.....	Robert T. Fauth
Emmanuel College of Victoria University...	C. Douglas Jay
Episcopal Theological School.....	John G. Coburn
	William J. Wolf

Episcopal Seminary of the Southwest	Gray M. Blandy
Evangelical Lutheran Theological Seminary	Fred W. Meuser
Evangelical Theological Seminary	Wayne K. Clymer
Fuller Theological Seminary	David Allen Hubbard
Garrett Theological Seminary	Orville H. McKay
General Theological Seminary (Gettysburg) Lutheran Theological Seminary	William G. Weinbauer
Golden Gate Baptist Theological Seminary	Lawrence D. Folkemer Harold K. Graves C. Arthur Insko
Gordon Divinity School	David W. Kerr
Goshen College Biblical Seminary	Ross T. Bender
Hartford Seminary Foundation	James N. Gettemy John F. Priest
Harvard University Divinity School	Harvey Cox Gordon D. Kaufman
Interdenominational Theological Center	Harry V. Richardson
Lancaster Theological Seminary	Robert V. Moss, Jr.
Lexington Theological Seminary	Lewis Smythe W. A. Welsh Ralph G. Wilburn
Louisville Presbyterian Theological Seminary	Norman A. Horner Albert C. Winn
Luther Theological Seminary	Olaf Hansen
Lutheran Theological Southern Seminary	F. Eppling Reinartz
McCormick Theological Seminary	Arthur R. McKay
McGill University Faculty of Divinity	Stanley B. Frost Monroe Peaston
McMaster Divinity College	Murray J. S. Ford Ivan C. Morgan
Meadville Theological School	Malcolm R. Sutherland
Mennonite Biblical Seminary	Erland Waltner
Methodist Theological School in Ohio	Van Bogard Dunn
Midwestern Baptist Theological Seminary	Millard J. Berquist William H. Morton V. Lavell Seats
Moravian Theological Seminary	Vernon W. Couillard
New Brunswick Theological Seminary	Wallace N. Jamison Virgil M. Rogers
New Orleans Baptist Theological Seminary	H. Leo Eddleman J. Hardee Kennedy
North Park Theological Seminary	Donald C. Frisk
Northwestern Lutheran Theological Seminary	C. H. Zeidler
Pacific Lutheran Theological Seminary	Keith R. Bridston Charles M. Cooper George H. Muedeking
Pacific School of Religion	Stuart LeRoy Anderson John Von Rohr

Perkins School of Theology of S.M.U.....	Joseph D. Quillian, Jr.
(Philadelphia) Divinity School of the	
Protestant Episcopal Church.....	Edward G. Harris
(Philadelphia) Lutheran Theological	
Seminary	William H. Lazareth
Phillips University Graduate Seminary....	J. Daniel Joyce
Pittsburgh Theological Seminary.....	Gordon E. Jackson
	Donald G. Miller
Princeton Theological Seminary.....	Seward Hiltner
	James I. McCord
	Richard Shaull
Saint Paul School of Theology—	
Methodist	William F. Case
San Francisco Theological Seminary.....	Arnold B. Come
Seabury-Western Theological Seminary....	Charles U. Harris
Southeastern Baptist Theological Seminary.	Olin T. Binkley
	Raymond B. Brown
	John I. Durham
Southern Baptist Theological Seminary....	Allen W. Graves
	Duke K. McCall
	Penrose St. Amant
Southwestern Baptist Theological	
Seminary	Joe Davis Heacock
	James C. McKinney
	Robert E. Naylor
	Jesse J. Northcutt
Trinity College Faculty of Divinity.....	Howard W. Buchner
	Charles R. Feilding
Union Theological Seminary.....	John C. Bennett
	C. Ellis Nelson
Union Theological Seminary in Virginia....	James A. Jones
	Balmer H. Kelly
United Theological Seminary.....	J. Bruce Behney
	John R. Knecht
University of Chicago Divinity School....	Jerald C. Brauer
	William M. Weaver
University of the South School	
of Theology	John M. Gessell
Vanderbilt University Divinity School....	Ben M. Barrus
	Walter Harrelson
(Virginia) Protestant Episcopal	
Theological Seminary in Virginia.....	Jesse M. Trotter
Wartburg Theological Seminary.....	Alfred H. Ewald
Wesley Theological Seminary.....	Norman L. Trott
Western Theological Seminary	Robert A. Nykamp
Yale University Divinity School.....	Robert C. Johnson
	Paul S. Minear
	Raymond P. Morris
Presbyterian School of Christian	
Education	Charles E. S. Kraemer

Representatives from Associate Member Schools

Acadia University School of Theology.....	M. R. Cherry
Ashland Theological Seminary.....	Joseph R. Shultz
Aquinas Institute School of Theology.....	Benedict Ashley, O.P.
Bangor Theological Seminary.....	Frederick W. Whittaker
Bethel Theological Seminary.....	Clifford V. Anderson
	J. Daniel Baumann
	Gordon G. Johnson
Central Lutheran Theological Seminary...	Gerhard Gieschen
Concordia Theological Seminary.....	Fred Kramer
	Lorman Petersen
	J. A. O. Preus
Conservative Baptist Theological Seminary.	Earl S. Kalland
Conwell School of Theology.....	Aaron E. Gast
Hood Theological Seminary.....	Frank R. Brown
Huron College Faculty of Theology.....	Thomas R. Harris
	J. G. Morden
Lutheran Theological Seminary, Saskatoon.	William Hordern
Maryknoll Seminary	Edward F. Malone, M.M.
Memphis Theological Seminary.....	William T. Ingram, Jr.
Missouri School of Religion.....	Thomas R. Shrout
Mount Saint Alphonsus Seminary.....	John P. Lerhinan, C.S.S.R.
Nazarene Theological Seminary.....	Eugene Stowe
	Mendell Taylor
North American Baptist Seminary.....	Frank Veninga
Northern Baptist Theological Seminary...	Bryan F. Archibald
	Walter W. Grosser
	D. George Vanderlip
	Warren C. Young
Pine Hill Divinity Hall.....	C. M. Nicholson
St. John's College Faculty of Theology...	W. Taylor Stevenson
St. Vladimir's Orthodox Theological Seminary	Alexander Schmemmann
Seventh-day Adventist Theological Seminary of Andrews University.....	Earl Hilgert
	Charles B. Hirsch
Trinity Evangelical Divinity School.....	Kenneth S. Kantzer
United Theological Seminary of the Twin Cities	Louis H. Gunnemann
	R. H. Huenemann
Virginia Union University School of Religion	Allix B. James
	Richard N. Soulen
Waterloo Lutheran Seminary.....	William J. Villaume
Western Evangelical Seminary.....	Kenneth P. Wesche
Weston College	Joseph A. Devenny, S.J.
Winebrenner Theological Seminary.....	Richard Kern
Woodstock College	Walter J. Burghardt, S.J.
Wycliffe College	Leslie Hunt
Scarritt College for Christian Workers...	D. D. Holt

Guests

- Yorke Allen, Jr., Sealantic Fund, Inc., New York, New York
E. Theodore Bachmann, Board of Theological Education, Lutheran Church in America, New York, New York
M. I. Burkholder, Huntington Theological Seminary, Huntington, Indiana
Donald K. Campbell, Dallas Theological Seminary, Dallas, Texas
Maurice C. Clark, Council for Clinical Training, New York, New York
Rex S. Clements, Council of Theological Education, Presbyterian Church, U.S.A., Philadelphia, Pennsylvania
Wilmer A. Cooper, Earlham School of Religion, Richmond, Indiana
Joseph H. Dampier, Emmanuel School of Religion, Milligan College, Tennessee
Warren H. Faber, Grand Rapids Baptist Bible College, Grand Rapids, Michigan
Conrad Falk, O.S.B., Immaculate Conception Seminary, Conception, Missouri
Charles L. Feinberg, Talbot Theological Seminary, La Mirada, California
John R. Fleming, Foundation for Theological Education in Southeast Asia, Mount Sophia, Singapore
Arthur Gilbert, Anti-Defamation League, New York, New York
Samuel I. Goltermann, Board of Higher Education, The Lutheran Church—Missouri Synod, St. Louis, Missouri
J. Harold Greenlee, Oral Roberts University, Tulsa, Oklahoma
John B. Hibbitts, University of King's College, Halifax, Canada
Gilbert H. Johnson, The Christian and Missionary Alliance, New York, New York
Lynn Leavenworth, American Baptist Board of Education, Valley Forge, Pennsylvania
William N. Lovell, Department of Higher Education, National Council of Churches, New York, New York
Richard E. Luecke, Urban Training Center for Christian Mission, Chicago, Illinois
Martin E. Marty, University of Chicago Divinity School, Chicago, Illinois
Kenneth R. Maurer, Evangelical Congregational School of Theology, Myerstown, Pennsylvania
Gerald O. McCulloh, Board of Education, The Methodist Church, Nashville, Tennessee
William L. Miller, Jr., Commission on Theological Education, Disciples of Christ, Indianapolis, Indiana
Edgar W. Mills, Ministry Studies Board, Washington, D.C.
Ralph E. Peterson, Department of the Ministry, National Council of Churches, New York, New York
Robert D. Rasmussen, American Baptist Board of Education, Valley Forge, Pennsylvania
Charles C. Ryrie, Dallas Theological Seminary, Dallas, Texas
Albert J. Sanders, United Presbyterian Church, New York, New York

Paul H. Sherry, United Church Council for Higher Education, New York, New York
 Walter D. Wagoner, Fund for Theological Education, Princeton, New Jersey
 Dean E. Walker, Emmanuel School of Religion, Milligan College, Tennessee
 W. B. West, Jr., Harding College, Memphis, Tennessee
 Charles G. Williams, Jr., Lilly Endowment, Inc., Indianapolis, Indiana
 David Williamson, Unity School of Christianity, Lee's Summit, Missouri
 Harold L. Wilke, Council for Church and Ministry, New York, New York
 John Dillenberger, Graduate Theological Union, Berkeley, California
 Maurus Wallace, O.S.B., St. Vincent Seminary, Latrobe, Pennsylvania

THE PROCEEDINGS

Wednesday, June 8, 1966

1. The twenty-fifth biennial meeting was opened in the chapel with worship led by Dean Jesse M. Trotter.

2. This was followed by the presidential address—"The Education of Ministers in Contemporary Society"—by Dr. Olin T. Binkley.

3. The business session was called to order by President Binkley at 11:00 a.m. in Packard-Laird Hall.

4. President Binkley introduced the officers of the Association who served through the biennium:

- Vice-PresidentDean Joseph D. Quillian, Jr.
- SecretaryDean Louis H. Gunnemann
- TreasurerPresident Paul M. Robinson
- and the staff:
- Executive DirectorCharles L. Taylor
- Associate DirectorJesse H. Ziegler
- Assistant DirectorAute L. Carr (beginning July 1, 1965)
- Administrative Assistant . .Mrs. Robert J. Thompson

5. A message of greeting was read from the President of the United States, Lyndon B. Johnson.

6. A memorial minute, honoring the late President Walter N. Roberts, was read by President John R. Knecht. (See pp. 90-91).

7. The report of the Executive Committee was read.

- (a) *Voted:* To adopt the amendments to the constitution as proposed (see No. 5, pp. 86-87).
- (b) *Voted:* To adopt the changes in the bylaws as proposed (see No. 15, p. 88).
- (c) *Voted:* To adopt the changes in "Procedures Related to Accreditation" as proposed. (See No. 15, p. 88).
- (d) *Voted:* To approve the nomination of Dr. Jesse H. Ziegler and to elect him to the position of Executive Director, effective July 1, 1966.
- (e) *Voted:* To adopt the statement of the Executive Committee concerning membership of Roman Catholic seminaries in the American Association of Theological Schools. (See No. 13, p. 88).
- (f) *Voted:* To elect to associate membership in the American Association of Theological Schools:

Ashland Theological Seminary, Ashland, Ohio

St. Vladimir's Orthodox Theological Seminary, Tuckahoe, New York

Lutheran Theological Seminary, Saskatoon, Sask., Canada

Trinity Evangelical Divinity School, Deerfield, Illinois

Winebrenner Theological Seminary, Findlay, Ohio

Aquinas Institute School of Theology, Dubuque, Iowa

Maryknoll Seminary, Maryknoll, New York

Mount Saint Alphonsus Seminary, Esopus, New York

Weston College School of Theology, Weston, Massachusetts

Woodstock College School of Sacred
Theology, Woodstock, Maryland
Conwell School of Theology, Philadel-
phia, Pennsylvania
Missouri School of Religion, Columbia,
Missouri
Western Evangelical Seminary, Port-
land, Oregon

(g) *Voted*: To recognize with gratitude and satisfac-
tion the historic action of admission of
Roman Catholic and Orthodox seminaries
to the American Association of Theologi-
cal Schools.

8. The report of the Executive Director was presented
by Charles Taylor.

9. The report of the journal *Theological Education* was
presented by Mr. Carr.

10. The chairman introduced Dr. John R. Fleming of the
Southwest Asia Association of Theological Schools.

11. The report of the Commission on Accrediting was
presented by President Robert V. Moss, Jr.

(a) *Voted*: To elect Pacific Lutheran Theological
Seminary of Berkeley, California, to ac-
credited membership.

(b) *Voted*: To elect Gordon Divinity School of Wen-
ham, Massachusetts, to accredited mem-
bership.

(c) *Voted*: To elect the School of Theology of Ander-
son College, Anderson, Indiana, to ac-
credited membership.

(d) *Voted*: To elect the Methodist Theological School
in Ohio, Delaware, Ohio, to accredited
membership.

(e) *Voted*: To elect the Presbyterian School of Chris-
tian Education at Richmond, Virginia, to
accredited membership under the stand-
ards for schools of religious education.

- (f) *Voted*: To adopt the plan for reevaluation of schools on a ten-year interval basis. (See No. 11, pp. 105-106).

12. The report of the Treasurer was presented by President Robinson.

- (a) *Voted*: To adopt the report of the Treasurer and the budget as found on pp. 43-51 of "Program and Reports" with the amendments and additions from the Executive Committee. (See pp. 107-120).

- (b) *Voted*: That funds for reevaluation be provided as recommended by the Executive Committee.

13. The report of the Commission on Faculty Fellowships was presented by President Donald R. Heiges.

Voted: To receive the report as presented (see pp. 121-123).

14. The report of the Commission on Research and Counsel was presented by Professor Seward Hiltner.

- (a) *Voted*: To adopt the recommendation that the Association "commend the adoption by each member school of either of the following alternatives as suitable recognition of the basic professional education of the ordained ministry:

(1) Retention of the B.D. nomenclature for the basic theological degree;

(2) The adoption of a master's designation for the basic theological degree."

- (b) *Voted*: To adopt the recommendation that "the designation for this basic master's degree be Master of Divinity (M.Div.)."

- (c) *Voted*: "That an appropriate committee be appointed by the Association and assigned the task of developing standards for the professional doctorate at the earliest possible date."

15. At 7:30 p.m. Professor Harvey Cox addressed the biennial meeting on "The Significance of the Church-World Dialogue for Theological Education." Professors Albert T. Mollegen and Martin E. Marty responded.

Thursday, June 9

16. The biennial meeting assembled in the chapel at 9:00 a.m. for worship led by Dean William H. Lazareth.

17. At 9:15 a.m. President John C. Bennett addressed the biennial meeting on "The Implications of the Social Revolution for Theological Education."

18. Dr. Taylor announced that the Sealantic Fund, Inc., had granted a five-year continuation of the Faculty Fellowship Program at the rate of \$150,000 annually.

19. Appreciation to Sealantic Fund, Inc.

Voted: To send a resolution of appreciation to the Sealantic Fund directors for the Faculty Fellowship grant.

20. Resolution of greeting to the ATLA

Voted: To send a resolution of appreciation to the American Theological Library Association in session at Louisville, Kentucky.

21. The continuation of the report of the Commission on Research and Counsel

(a) The chairman, Professor Hiltner, presented the suggestions of the Committee on Professional Ethics for Teachers in Theological Schools. (See pp. 49-52).

Voted: To receive the report for information and to make it available to the schools for their use.

(b) The chairman presented the report of the special committee on Clinical Pastoral Education.

Voted: To receive the report for information and advice.

(c) The chairman reported on the American Association of Pastoral Counselors.

Voted: To receive the report.

22. The report of the Commission on Christian Education was presented by President C. Adrian Heaton.

Voted: To receive the report.

23. The report of the representatives to the Joint Committee on Student Financial Aid was presented by Mr. William Imler.

(a) *Voted:* To receive the report (pp. 144-145).

(b) *Voted:* To adopt the Statement of Principles (p. 53) and to request each seminary on the basis of this document to formulate and publish its own principles of financial aid to students.

24. Representatives from the U.S. Dept. of Health, Education and Welfare were introduced.

25. The reports of the representatives to the Joint Committee on Recruiting and of the National Project for Co-operative Enlistment for the Church's Ministry were presented by Dean Quillian (see pp. 146-152).

Voted: To approve the reports as presented and to authorize the appointment of representatives, as requested, from the American Association of Theological Schools.

26. The report of the Committee on Pre-Seminary Studies was made by Dean Stanley B. Frost. (See pp. 35-37).

Voted: To accept the statement.

27. Election of officers.

(a) The Nominating Committee of the Association placed in nomination the following:

President Robert V. Moss, Jr., President,
Lancaster Theological Seminary

Vice-President Allix B. James, Dean, Virginia Union University
School of Religion

Secretary Jesse M. Trotter, Dean, Virginia Theological Seminary
Treasurer Paul M. Robinson, President, Bethany Theological Seminary

Executive Committee Class of 1972:

Olin T. Binkley . . President, Southeastern Baptist Theological Seminary

Howard W. Buchner
Dean, Trinity College Faculty of Divinity

J. Daniel Joyce . . Dean, Phillips University Graduate Seminary

Voted: To elect those nominated.

- (b) The Executive Committee placed in nomination a slate for election to its Commissions and Committees.

Voted: To elect those nominated. (See pp. 1-6).

- (c) To confirm the following appointments made by the Executive Committee:

For chairmen of commissions and committees (see pp. 2-4).

Executive Committee of ATLA, President Arthur R. McKay, 1968, McCormick Theological Seminary, Chicago, Illinois

ATLA Board of Microtext, Professor Jaroslav Pelikan, 1968, Yale Divinity School, New Haven, Connecticut

ATLA Index to Religious Periodical Literature, Professor Bruce Metzger, 1968, Princeton Theological Seminary, Princeton, New Jersey

ATLA Commission on Lilly Endowment Scholarships, Professor Murray L. Newman, 1968, Virginia Theological Seminary, Alexandria, Virginia

TOEFL Advisory Council, Dean Kendig B. Cully, 1968, New York Theological Seminary, New York, N.Y.

Fund for Theological Education, President Robert V. Moss, Jr., 1968, Lancaster Theological Seminary, Lancaster, Pennsylvania; Jesse H. Ziegler, Executive Director, AATS

American Council on Education, Jesse H. Ziegler, Executive Director, AATS

Ministry Studies Board, Thomas C. Campbell, 1967, Professor, Yale Divinity School, New Haven, Connecticut; William B. Oglesby, Jr., 1968, Union Theological Seminary in Virginia, Richmond, Virginia; Dean Milton C. Froyd, 1969, Colgate Rochester Divinity School, Rochester, New York; Jesse H. Ziegler, 1967, Executive Director, AATS

Committee on Continuing Education, Professor Connolly C. Gamble, Jr., 1968, Union Theological Seminary in Virginia, Richmond, Virginia

National Committee of Cooperative Enlistment Project, Professor Marcus J. Priester, 1968, McCormick Theological Seminary, Chicago, Illinois; Professor James D. Glasse, 1968, Vanderbilt Divinity School, Nashville, Tennessee; President Herman J. Ridder, 1968, Western Theological Seminary, Holland, Michigan

28. A report on the Library Development Program was presented by Professor Raymond P. Morris. A resolution of appreciation was read by Professor Walter Harrelson and was supported by a standing vote. (See p. 92).

29. Continuation of the report of the Commission on Accrediting regarding revision of Standards for Accrediting and Procedures Related to Accreditation by President Moss.*

(a) *Voted*: To adopt the change in the introductory paragraph.

* The report as presented is not reproduced here since the amended documents adopted by the Association appear on pp. 18-31.

- (b) *Voted:* To adopt changes recommended in Sec. 1.
- (c) *Voted:* To adopt changes recommended in Sec. 2.
- (d) *Voted:* To adopt changes recommended in Sec. 3.
- (e) *Voted:* To adopt changes recommended in Sec. 6.
- (f) *Voted:* To adopt changes recommended in Sec. 8.
- (g) *Voted:* To adopt changes recommended in Sec. 9.
- (h) *Voted:* To adopt changes recommended in Sections 10, 11, and 12.
- (i) *Voted:* To adopt change in III, B., 1, from "Procedures Related to Accreditation," on p. 6 of report.
- (j) *Voted:* To adopt change listed in last paragraph p. 6 of report.
- (k) *Voted:* To adopt report as a whole.

30. The report of the Department of Ministry, Vocation and Pastoral Services was presented by the Rev. Ralph E. Peterson. (See pp. 125 ff. "Program and Reports.")

31. The report for the Ministry Studies Board was made by the director, Dr. Edgar Mills. (See pp. 141 ff. "Program and Reports.")

32. At the request of the President, the Association
Voted: To extend recess time to 4:45 p.m.

33. The report of the Fund for Theological Education was presented by the Rev. Walter D. Wagoner, Executive Director. (See pp. 151 ff. "Program and Reports.")

34. The report of the Study of Education for Parish Ministry was presented by Professor Charles Feilding.

35. Continuation of the report of the Executive Committee.

- (a) The President reported approval of step 2 in the proposal concerning Redeployment of Resources for Theological Education.
- (b) A resolution of appreciation for the services of the staff was presented.
- (c) *Voted:* To adopt the report of the Executive Committee.

Thursday evening was given over to a banquet in honor of Charles L. Taylor at which his entire immediate family joined him as guests and of which James A. Jones served as the master of ceremonies. Significant addresses were given by Henry P. Van Dusen and by the guest of honor. A gift of money in appreciation of his service was presented by Olin Binkley in behalf of the member schools, a volume of essays in his honor by the editors John B. Coburn, Walter D. Wagoner, and Jesse H. Ziegler.

Friday, June 10

36. The Association was led in worship in the chapel at 9:00 a.m. by Dean Samuel H. Gandy.

37. At 9:15 a.m. The Rev. Walter J. Burghardt, S.J., of Woodstock College addressed the meeting on "The Import of Ecumenical Developments for Theological Education—A Roman Catholic View."

38. At 10:30 a.m. Professor Paul S. Minear addressed the meeting on "The Import of Ecumenical Developments for Theological Education—a Protestant View." Dean Alexander Schmemmann responded with the Orthodox view.

39. The report of the Courtesies Committee was presented by President Malcolm R. Sutherland, as follows:
Mr. Chairman: In the name of the small committee—David Hubbard, Ed Harris and myself—chosen for this purpose, and on behalf of us all, I have the pleasure to move the following:

The members and guests of AATS express their appreciation to the Protestant Episcopal Theological Seminary of Virginia and its Dean, Jesse Trotter, for the gracious hospitality tendered us in the finest tradition of Virginia, and especially to Professor John Woolverton, Chairman of Arrangements, who has overseen every matter of our welfare and comfort with the meticulous care that characterizes his scholarship in Church History.

We respectfully request that Dean Trotter and Professor Woolverton convey our gratitude to:

Mrs. Royce Drake, seminary hostess; Bettye Burke, faculty secretary, and Ben Boogher, Bursar, for the smooth handling of details facilitating these meetings;

To Mrs. Eunice Simonetti, dietician, for the superb meals and to her young energetic corps of waiters and waitresses, faculty sons and daughters;

To Richard Thompson, headmaster, and William Bobbitt, Bursar of Episcopal High, for putting the facilities at our disposal;

To Mr. and Mrs. E. D. Tyler for the services of his maintenance crew and the attractiveness of her flower arrangements;

To Mrs. Florence Houser, for the delegate packets;

To Charles Eddy—student—who coordinated on-campus transportation and telephone service;

To Mr. and Mrs. M. L. Agnew, students, who maintained our rooms;

And to those whose silent labors are difficult to identify but which have been genuinely appreciated.

All of their efforts have conspired to provide a congenial setting for this memorable biennial.

We further express our appreciation to the principal speakers and responding panelists for their intellectual stimulation and generosity.

And to the leaders of morning worship for the spiritual guidance and thought.

Voted: To adopt the report.

40. *Voted:* To adjourn the twenty-fifth biennial meeting with prayer by the retiring Executive Director, Charles Taylor.

· LOUIS H. GUNNEMANN, *Secretary*

REPORT OF THE EXECUTIVE COMMITTEE

It is the responsibility of the Executive Committee of the American Association of Theological Schools to act for it between meetings of the Association, serve as a board of review to hear appeals concerning actions of commissions and officers of the Association, approve the budget for the ensuing biennium for adoption by the Association, elect staff officers of the Association other than the Executive Director, determine the salaries of officers employed by the Association, nominate the Executive Director and persons to fill vacancies in all commissions, prepare the program for the biennial meeting of the Association, report its actions to the biennial meeting, and propose for associate membership those institutions in the United States and Canada which have met the conditions for associate membership prescribed by the Association. Inasmuch as the Executive Committee is empowered to act for the Association between meetings, the Association has authorized it to name such commissions and committees as the executive discharge of the business of the Association may require.

In the performance of these duties the Executive Committee has met three times during the current biennium: June 11, 1964, in Fort Worth, Texas; December 11-12, 1964, in Dayton, Ohio, and December 6-7, 1965, in Dayton, Ohio. The Committee will meet June 7, 1966, in Alexandria, Virginia, and the record of the action of that meeting of the Committee will be added as a supplement to this report.

In addition to the preparation of the program of this biennial meeting, the Executive Committee has evaluated projects and proposals brought to its attention during the past two years and many of its decisions will be reflected in reports of officers, commissions, and committees presented to this meeting of the Association for consideration and action. Although limits of time and space prevent a review of its thinking on all issues under consideration during this biennium, the Executive Committee reports to the Association the following decisions and recommendations:

1. *Procedural Regulations.* The Executive Committee requested the staff to review all procedural regulations and to

bring them in harmony with the revised constitution adopted by the Association on June 10, 1964.

2. *Biennial Meetings.* The Executive Committee accepted the invitation to hold the 1966 biennial meeting on the campus of the Protestant Episcopal Seminary, Alexandria, Virginia, and the 1968 meeting on the campus of the Concordia Seminary in St. Louis, Missouri.

3. *Additions to Staff.* The Reverend Aute L. Carr was engaged as Assistant Director for a three-year period beginning July 1, 1965, at a salary, including housing and pension, of \$13,000 per annum. This decision was made with the clear understanding that the next person to be appointed to the staff is expected to be given the title of Associate Director.

4. *Financial Affairs.* The financial affairs of the Association are delineated in the report of the Treasurer and the auditors.

The funds of the Association are administered in harmony with sound fiscal policy and are used with utmost care to achieve the objectives for which they are designated.

The Executive Committee authorized the adjustments of the budget for 1964-65 and the budget for 1965-66 as instructed by the Association on June 10, 1964.

5. *Revision of the Constitution.* In order to prevent delay of benefits to schools recommended for membership in the Association, the Executive Committee recommends to the Association the adoption of the following amendment:

“(a) Accredited members shall be those institutions in the United States and Canada which after recommendation by the Commission on Accrediting shall have been elected by a two-thirds vote of the accredited members of the Association (1) present and voting at a meeting of the Association or (2) casting a mail vote within 30 days after the mailing of ballots from the Association office. In keeping with quorum provisions (IV, 3) at least 30 ballots shall be cast for such a mail vote to be considered valid.

“(b) Associate members shall be those institutions in the United States and Canada which have met the conditions

for associate membership prescribed by the Association, have been proposed for associate membership by the Executive Committee, and have been elected by a two-thirds vote of all the members of the Association (1) present and voting at a meeting of the Association or (2) casting a mail vote within 30 days after the mailing of ballots from the Association office. In keeping with quorum provisions (IV, 3) at least 30 ballots shall be cast with not fewer than 20 of these from accredited schools for such a mail vote to be valid."

6. *Schools Recommended for Associate Membership.* The Executive Committee recommends to the Association the admission of the following schools to associate membership: Ashland Theological Seminary; St. Vladimir's Orthodox Theological Seminary; Lutheran Theological Seminary, Saskatoon, Canada; Trinity Evangelical Divinity School; and Winebrenner Theological Seminary.

In harmony with the authorization granted by the 1964 biennial meeting and recorded in *Bulletin 26*, pp. 75, 107, the Executive Committee has recognized the Presbyterian School of Christian Education as an accredited school of religious education and has admitted Scarritt School for Christian Workers to associate membership.

7. *Roman Catholic Seminaries.* On December 12, 1964, the Executive Committee voted unanimously to express its judgment that membership of Roman Catholic seminaries in the American Association of Theological Schools, according to its standards, would be to the advantage of theological education in the United States and Canada.

The supplement to this report will set forth additional recommendations to the Association and will express appreciation to the staff for their creative leadership and hard work.

As a consequence of its meeting June 7, 1966, in Alexandria, Virginia, the Executive Committee submits the following supplement to its report:

8. The Executive Committee has prepared and approved the program of the twenty-fifth biennial meeting of the Association.

9. The Executive Committee, mindful of the values derived from the Faculty Fellowship Program, records the fact that request has been made to the Sealantic Fund, Inc., for renewal of the program.

10. At the request of the Executive Committee, the staff has submitted a proposal to a foundation for the support of Conference-seminars on the Renewal of Education for Ministry.

11. The Executive Committee is represented in the organization for the teaching of English as a foreign language (TOEFL).

12. The Executive Committee has approved agreements made with Professors Walter Harrelson, George M. Landes, and Eugene V. N. Goetchius for a study of the teaching of biblical languages.

13. The Executive Committee called a consultation with thirteen theological schools of the Roman Catholic Church. Dr. Robert E. Cushman served as chairman of the special committee for this consultation. The Executive Committee, having satisfied itself on the principal matter in consultation with representative Roman Catholic educators and upon other points respecting the structure and aims of Roman Catholic theological education, recommends to the Association that associate membership, as the required and initial step, be granted to qualified Roman Catholic theological institutions which seek membership in the Association.

14. The Executive Committee recommends to the Association the admission of: The Aquinas Institute School of Theology of Dubuque, Iowa; Maryknoll Seminary of Maryknoll, New York; Mt. St. Alphonsus Seminary of Esopus, New York; Weston College School of Theology of Weston, Massachusetts; Woodstock College School of Sacred Theology of Woodstock, Maryland; Conwell School of Theology, Philadelphia, Pa.; Missouri School of Religion, Columbia, Missouri; Western Evangelical Seminary of Portland, Oregon, to associate membership.

15. The Executive Committee recommends the proposed changes in procedures and bylaws.* (See "Program and Reports" pp. 14-15)

* The proposals are not reproduced here but have been incorporated in the documents on pp. 18-21 and 62-64.

16. The Executive Committee nominates Dr. Jesse H. Ziegler for the position of Executive Director of the American Association of Theological Schools effective upon the retirement of Dr. Charles L. Taylor on July 1, 1966.

17. The Executive Committee has received and commends for the consideration of the Association the statement on Guidelines for Recruitment.

18. The Executive Committee recommended the adoption by the AATS of the Statement on Pre-seminary Studies as amended.

19. The Executive Committee commends to the Association the Memorial Minute for Dr. Walter N. Roberts.

20. The Executive Committee approves and transmits to the Association the resolution of appreciation for the work of Dr. Raymond P. Morris.

21. The Executive Committee approved Step 2 in the document on Redeployment of Resources for Theological Education in North America and will study the entire document with utmost care with the understanding that there will be no compulsion, only the persuasiveness of a rational plan to help to meet the existent problems and pressures.

“Step 2 Establish a North American Resources Planning Commission for Theological Education. Charge such a commission to develop an overall plan for the redeployment of resources for theological education, taking into account present locations of schools, population density, church membership, uniqueness of contribution of particular institutions, negotiations regarding church union, variety of opportunity for church-world encounter, relationship with universities or other institutions of professional education, etc.

This commission should be comprised of representatives of the AATS, of denominational councils or commissions of theological education, of general education, perhaps of specialized agencies or institutions related to education for ministry.”

22. The Executive Committee voted to allocate any balance in the visiting team fund of June 30, 1966, to the operating budget for reevaluation of accredited schools and to include the following items in the 1966-67 budget:

For reevaluation of accredited schools \$3,000 (\$1,000 from visitation reserve), and for visitation to associate member schools \$1,000.

23. The Executive Committee approved the report of the Treasurer and recommends to the Association the adoption of the budget for 1966-67 and 1967-68. (See "Program and Reports," p. 45).

24. The Executive Committee confirmed agreements made with Dr. Charles Feilding regarding publication of his manuscript and expressed gratitude for his work.

25. The Executive Committee acknowledged with profound gratitude the excellent leadership and faithful work of the staff and requested President Jas. A. Jones to prepare a letter of appreciation to be presented to the retiring Executive Director, Dr. Charles L. Taylor.

OLIN T. BINKLEY, *Chairman*

MEMORIAL MINUTE FOR WALTER N. ROBERTS

It is almost impossible to think of the American Association of Theological Schools without mentioning the name of Walter N. Roberts at the same time. For all of a quarter century (1940-1965) he served the Association in one capacity or another. The record speaks for itself. He served as a member of the Executive Committee and of the Commission on Accrediting. He held the office of Treasurer, Executive Secretary, and President of the Association. He was chairman of the special committee to set up library standards and helped to organize the American Theological Library Association. Beyond this he was frequently called on to serve as a member of a team to visit and counsel schools looking toward accreditation. With every significant project and advance of the Association in these last twenty-five years the name of Walter Roberts is identified.

This is by no means accidental. His long service in some official capacity can be attributed to his keen interest in every phase and facet of theological education and his ready grasp of the problems confronting the seminaries, whether large or small. To the problems confronting the seminaries as well as the Association he brought a deep concern for academic excellence, always undergirded, however, with the zeal of a devout churchman. He never lost sight of the fact that the primary purpose of theological education is to prepare men and women for Christian service.

The standards which he set for the seminary which he served as president for twenty-seven years he coveted for all theological schools. And in his role as a counselor he helped many schools to attain a degree of excellence once considered impossible. Seminary presidents and faculty members were inspired by his enthusiasm and his helpful suggestions. Though he was firm in holding the standards high, he was not doctrinaire in the sense of insisting that a set of predetermined principles must be followed under any and all circumstances. As one who had the privilege of being closely associated with him on several inspection trips I can testify that he had the gift of leaving schools with the incentive to improve the quality of their work even though accreditation might not be immediately attainable.

Difficult as it may be to pinpoint specific contributions that Walter Roberts made to theological education in America, it can nevertheless be said without reservations that its quality has been measurably improved because of his indefatigable labors in the Association. Aside from his efforts to upgrade seminary libraries there may be no single accomplishment or achievement which bears the imprint of his name, but in the inner counsels of the Association his progressive outlook, his sound judgment when difficult decisions had to be made, his capacity to differentiate between vital and peripheral issues, and withal his becoming modesty are remembered with profound appreciation.

FREDERICK W. SCHROEDER
President Emeritus
Eden Theological Seminary

RESOLUTION REGARDING RAYMOND P. MORRIS

RESOLVED, That the Executive Committee of the American Association of Theological Schools acknowledges with deep gratitude the extraordinarily diligent and fruitful labors of Professor Raymond P. Morris, Director, Yale University Divinity School Library, in support of theological education in North America and of theological librarianship in particular. His direction of the Library Development Program of the American Theological Library Association, made possible by the Sealantic Fund, Inc., has been marked by imagination, resourcefulness, patience, wisdom, and fairness to all. The Executive Committee recognizes that Professor Morris has given unsparingly of his time and energies to this program at great personal sacrifice. The Committee extends fraternal greetings and deepest thanks to the dean and faculty of the Yale University Divinity School for their readiness to share the talents and energies of Professor Morris.

RESOLVED FURTHER, That a copy of this resolution be forwarded to Professor Morris, President Brewster of Yale University, Dean Johnson of Yale University Divinity School, President Bricker of the American Theological Library Association, and that the original be made a part of the permanent records of the Executive Committee.

WALTER HARRELSON

*Professor of Old Testament
Vanderbilt Divinity School*

REPORT OF THE DIRECTOR

"Fallen threads I will not search for, I will leave." It may be salutary to remember that about sixty years ago, when the Carnegie Foundation wrote to representatives of

the professions to inquire whether they wished to be studied, medicine replied affirmatively, law negatively, and theology not at all. Theological education traditionally has not been seen in the vanguard of progress! We have no reason to dredge up our past to discover achievements over which to boast.

If in a director's report we review our previous record at all, the hope must be that this exercise will cast a ray of light over our shoulder to illuminate our path ahead, or even that it may spur us to better the record. We propose therefore to divide this report into two parts: first to give a brief account of the past two years, then to suggest what the path may be.

We wish to mention at the outset our sense of loss in the death on February 20, 1966, of Walter N. Roberts. Dr. Roberts served as Executive Secretary of this Association in the years 1954-1956; he was its President 1956-58, Treasurer 1950-1954 and 1960-1964; with Dr. Lewis J. Sherrill he was largely responsible for the shape of its work in this past decade. From 1940, two years after he became President of The United Seminary (then Bonebrake), his influence radiated from Dayton into virtually every corner of our activity. He never ceased to read, to plan ahead, to give generously of himself for others, to work toward visible witness in our corporate structures to our oneness in Christ. He was always a missionary, with good news; death came only a few hours after his return from a study of theological education in Sierra Leone.

In July 1965, the Rev. Aute L. Carr joined the AATS staff as Assistant Director, strengthening our work especially in its statistical and research aspects. To him we owe among other things the 1966 edition of the *Directory*, and various studies in the monthly staff reports.

During the biennium now ending the nomenclature of the first degree in theology has occupied much of the directors' thought, involved seven regional hearing-consultations, and finally has produced the report that awaits the Association's action at this meeting. Fortunately, a subject which could have generated much heat shed considerable light on many of the current problems of our schools—what now is

the line of advance, what advanced degrees should be given by whom, how cooperative effort and freedom for experimentation should be related, etc.—so that what might have been a boring chore became an opportunity.

Beside these seven meetings, there have been ten this past year in the various regions to discuss the implications of the Bridston-Culver study, *Pre-Seminary Education*. Specifically, these discussions have resulted in a revised "Statement on Pre-Seminary Studies." The earlier statement, now in our *Bulletin No. 26* and widely circulated, no longer reflects either the increased diversity of university education nor the prevalence of "late vocations," nor the proliferation and improvement of religious departments at the college level. Again the conferences ranged widely over seminary problems and concerns.

The past year has witnessed the completion of Dr. Charles Feilding's report, "Education for the Parish Ministry," which awaits publication. The Faculty Fellowship Program, initiated by the Sealantic Fund, Inc., in 1956, has named its tenth group of fellows, and the Associate Director, in a full-length study, has presented to the Sealantic Fund the case for its continuance. Thanks to this same Fund, the ATLA Library Development Program has put upon the shelves of theological school libraries over one million volumes in the five years of its operation; it terminates in 1966.

The generosity of the Lilly Endowment, Inc., made possible the journal of the Association, *Theological Education*, the response to which has exceeded our expectations and the usefulness of which is clearly proven, and increasing. The statistics regarding this are included in a separate report to this meeting. From the same donors came the support for the three June conferences held in June 1963, '64, and '65 at the Institute for Advanced Pastoral Studies, Bloomfield Hills, Michigan. Representatives of some 36 of AATS member schools, plus several Roman Catholics, profited greatly by these ten-day wrestlings with "The Purpose and Process of Theological Education." This kind of summer meeting is likely to be proposed again in an expanded form. In the biennium 1962-64, the Lilly Endowment granted the AATS funds for a study of the teaching of the biblical languages, but only during the year now ending, after the

first director secured for this project resigned, the study has been put into the capable hands of a triumvirate, consisting of Drs. Walter Harrelson, George M. Landes, and Eugene V. N. Goetchius. Their report is promised for March 1967. Graciously, this same Endowment has made possible a few post-doctoral faculty fellowship grants to associate schools for each of the three academic years from 1966-1969.

Many further aspects of the Association's life are reflected in the reports of the various committees, and need no echo here. May we only express our appreciation for the ongoing work of the former AASRE now under the aegis of the Commission on Christian Education, and our hope that the plight of numerous theological students will be mitigated by an accepted policy of financial aid, as suggested by the committee on this subject for your action. The problems of recruitment continue to prove baffling.

We turn now to four matters which currently affect the Association's life.

1.

In the 1964-66 biennium five Roman Catholic seminaries have applied for membership, and on April 28 a committee appointed by the AATS Executive Committee and representative Roman Catholic educators met to discuss the implications of membership for these and other seminaries, and for the future of theological education.

The time has ended when we can afford to be apart from each other. Protestant theological education needs an appreciation of the holy, of the costliness of discipleship, of worship and obedience, of the church as the Body of Christ, of the mystery and majesty of our Christian heritage which Catholicism supplies. It is not enough to assert the "Protestant principle," important as it is, as if it were the only truth of Christendom.

2.

Recently the graduate departments of religion in the universities, even in state supported universities, have proliferated while the undergraduate teaching of religion, due partly to a supply of well-trained seminary Th.D.'s, has

noticeably improved. Because of the increasingly stringent financial problems of the seminaries, there are presidents and deans of these latter who in their pessimistic moments wonder whether state institutions should not take over the enterprise of theological education. To this there are obvious answers: leadership for the churches will best be nurtured in schools close to the church's life, in fellowship, in places of worship, among persons concerned for the students' maturity, and commitment, and motivation, and behavior, for his nurture in prayer and servanthood, where God is addressed as Father and the life of the Christian family under him is practised. But seminaries cannot with impunity be indifferent to the university developments. "He that is not against us is for us." (Mark 9:40) One of the major tasks of the years ahead is to encourage these and cooperate with them in order that schools and colleges, churches and communities, may all be well supplied with the best possible religious leadership. What may be the part of the AATS in helping schools beyond its membership to high standards is still unclear, but we cannot ignore this phenomenon.

3.

Because we have written and spoken often on the need for inter-institutional cooperation, we shall not expand this theme here, but we are deeply convinced that on theological, educational, and practical grounds seminaries, following the lead of colleges, must develop schemes, probably of many varieties, by which the resources of many may be increasingly shared. This does not mean the devouring of the lambs by the lions; mergers and the loss of independence may go beyond what is desirable and possible; but if we take seriously our ecumenical understandings, and the improvement of academic opportunity, and the escalation of costs of operation, clusters of seminaries under a common program designed to benefit each in ways far beyond the power of any one part of the enterprise would seem to be both right and inevitable. One of the next tasks of the Association may be to assist in plans for these groupings in an orderly and wise fashion.

In the past decade the Association has sought, with partial success, to help seminaries to secure the attention of their students, and to save those students from distraction, confusion, fragmented frustration, and despair. The success must be called "partial" because although scholarship resources have increased, and schools insist upon more days of the week for study, and supervision of field work is slowly improving, nevertheless there are alarming signs that ministers are unsure of their place in society, and that this malaise about the office of minister affects theological students. The problem may be expressed in many ways: the failure of the church to attack or even first to identify the real problems of our day, the triviality of so much that the church and seminaries do, the vast difference between the church as an institution—well-organized, powerful, frozen—and the people of God on journey under a strong sense of mission inspired by prophetic insights, in short, the place of the ministry in an increasingly secular society. It is clear that the seminary should be a place in which each student achieves self-understanding. Here his concept of his role is to be strengthened. Here he is to be fitted for the office which he is to fill and the work he is to do in a world of rapid social change. But there is no guarantee that all this happens even in the majority of seminaries. If we ask, "How may it more frequently come about?" the answer lies in the area where the world and the church and the seminary interact, where the student's experience in the parish or at the drugstore counter or in the shoe factory is part of the cloth of his seminary studies, where the classroom is alive with traffic between the past and present, where all teaching is "practical" and where all activity is theologically informed. The seminary of the coming decade may well pay attention therefore to the involvement of its teachers, not only its students in the church's mission. The school in all its parts will increasingly understand the forces in the world of our time. It will create that type of community, strong at the core of its fellowship but deeply concerned for the real issues of contemporary living, close to God and strong in his mighty power, that the ministers of the future may be clear as to who they are, what things they are to do, and be equipped to do it. All this will require

a kind of life and a skill in teaching none too prevalent in seminary circles.

It remains for the Director to express his gratitude to the Association for the privilege that has been his for the past ten years, for the many friends that will be remembered when all else fades, and in particular for the magnificent loyalty, devotion, hard work, and competence of the staff, Charlotte Thompson, Martha Bookwalter, Rae Percival, Madge Kay Nill, Jesse Ziegler, and Aute Carr. In the hands of these good people and others who shall come to join them, in the Association's officers and committee members, in the goodwill of literally thousands of persons who have this work in hand and the strengthening of theological education at heart, we all may have good hope and great confidence. Like Abraham we and they go out not knowing whither our path may lead, but we have faith that they will always abound in the work of the Lord and that their labor is not in vain in the Lord.

CHARLES L. TAYLOR

REPORT ON THEOLOGICAL EDUCATION

Purpose

The purpose of *Theological Education* is to provide a medium of communication among those who are most intimately involved in the enterprise. The primary public will be the some 1700 full-time teachers and administrators of member schools of AATS, to whom the journal will be sent on a complimentary basis. It is hoped that beyond this primary audience it may be widely read by trustees; be found useful in a limited way by our brethren engaged in theological education in Roman Catholic, Orthodox, and Jewish theological schools in North America; and may perform some small ministry to theological educators in distant places where men and women are educated for ministry. It will deal with the purposes, the process, and those issues which are related to the aim for greatness in theological education.

History

Establishment of the quarterly arose from the growing concern on the part of the AATS staff over the lack of

channels of communication among all persons participating in and concerned for theological education. This concern found a responsive chord in the staff of the Lilly Endowment, Inc., which made in 1955 a \$30,000 grant payable over three years to establish the journal and provide complimentary subscriptions to all full-time faculty of member schools of AATS for those three years.

Almost immediately the circulation responded to the discovery of the usefulness of the new organ. At the present the circulation is as follows according to categories:

In AATS schools

Full-time faculty	1700	
Chief administrative offices	130	
Libraries	72	
Staff personnel	14	
Student councils	10	
Trustees	1109	
Total in AATS schools		3035
Roman Catholic seminaries		58
Overseas subscriptions		132
College and university personnel		24
Denominational executives and boards		109
Associations, foundations, institutes		22
Clergy		27
Libraries		44
Individuals		28
Clinical pastoral education centers		8
Exchange		10
TOTAL		3497

In the first seven issues of the journal the following topics have been used to integrate the contents:

The Two Worlds of Our Living
 Models of Theological Education for the Last Third of the
 Twentieth Century
 Pre-Seminary Education
 Theological Schools and the Continuing Education of Min-
 isters
 The Theological School as Community
 The Purpose of a Theological School

Quite contrary to the fear that there might be insufficient material for an interesting publication program we find more possibilities than we can possibly deal with in the near future.

Publication Plans

We continue to let the seminary teachers stand in the focus of our concern. Inevitably this makes the material interesting to others concerned for theological education. While the focus is on North American education for ministry we have been encouraged to believe the essays are not without value to overseas schools.

Plans for the future include several enlarged issues, one of which will include the addresses from the 1966 biennial meeting, another one or two may be substantial reports on studies sponsored by AATS. Further attention will be given to curriculum, to development of the physical plant, to the location of resources for theological education.

Editorial Board

An editorial board will be enlisted to assist in the selection of the concerns around which various numbers shall be developed. Recommendations for personnel of this board have been made to the meeting of the Executive Committee just passed and will come before this meeting for election.

Financial Report

<i>Receipts</i>		<i>Disbursements 7/1/65-4/30/66</i>	
Balance 6/30/65	\$16,519.41	Printing and freight	\$ 4,464.32
Last Lilly grant	10,000.00	Staff and secretarial work	6,000.00
Subscriptions and sales to 4/30/66	3,445.99	Other expenses	615.25
Cost sharing of Vol. II, No. 2	825.00	Trustee fees	12.49
Interest income to 4/30/66	249.65		
Total receipts	\$31,040.05	Total disbursements	\$11,092.06

Financial Outlook

A study of potential markets and potential income indicates that it will be possible to publish without a deficit after the three-year grant from Lilly Endowment is depleted. An effort will be made to reach the following:

1. Part-time faculty now and full-time faculty after expiration of the subsidy through seminary paid subscriptions;
2. Trustees through group subscriptions by seminaries;
3. Student councils through the seminaries;
4. Roman Catholic seminary administrators and librarians;
5. Overseas schools through sample copies or free trial subscriptions;
6. College and university religious personnel;
7. Denominational executives and boards concerned for theological education;
8. Clinical pastoral education centers;
9. Departments of higher education in universities.

Between \$9,000 and \$10,000 per year income will be required to operate in the black. It appears that 800 to 1000 subscriptions per year in the secondary market (outside the personnel of AATS schools) must be found. That figure now stands at well over 400. The primary market must be maintained when the grant is depleted and expanded prior to that time. Response to efforts at expansion of the primary market (in AATS schools) has been most encouraging.

Use of Theological Education

There are reports from many quarters that the journal is being read and that its essays spark many a faculty discussion.

The distinguished dean of a respected member school urges the use of the journal—

1. for trustees: as a means of broadening their conception of theological education;
2. for student council members: to enable them to think creatively about their school;
3. for pastors: so that they may interpret the seminary to their parishioners.

A school administrator would be well advised to provide individual subscriptions for the following groups:

1. non-faculty administrative officers;
2. part-time faculty; (full-time faculty beginning with 1967-68)

3. trustees;
4. members of student council.

Denominational executives responsible for the theological education of their church might well provide subscriptions for the following:

1. other staff executives;
2. members of decision-making and budget-making boards.

An Invitation

The editors of *Theological Education* welcome at all times your suggestions for ways in which the journal may be improved in order better to accomplish its purpose.

JESSE H. ZIEGLER, *Editor*

REPORT OF THE COMMISSION ON ACCREDITING

1. *Members 1964-66*

Robert V. Moss, Jr., Chairman, Sherman E. Johnson, Charles F. Kraft, Gordon E. Jackson, C. Douglas Jay, Raymond P. Morris, Allen W. Graves, Alvin N. Rogness, David L. Stitt.

2. *Meetings:*

December 10-11, 1964, December 3-4, 1965, June 6-7, 1966.

3. The following schools are recommended for election as accredited members of the Association, with notations as indicated:

Pacific Lutheran Theological Seminary, 4.5, 6.2, 9.1
Gordon Divinity School

The School of Theology of Anderson College, 4.2, 4.6,
6.3

The Methodist Theological School in Ohio, 1.6, 6.3,
9.1.*

* N2.3 was imposed in December 1965 and lifted June 1966 before the school was elected to accredited membership.

4. *Schools of Religious Education and Music:*

a. The Commission recommends that the Presbyterian School of Christian Education be elected an accredited member of the Association and listed in the special category of Schools of Religious Education.

b. The Commission on Accrediting approved the Schools of Religious Education and Music at New Orleans Baptist Theological Seminary and the Schools of Religious Education and Music at Southwestern Baptist Theological Seminary in their respective total seminary accreditation.

5. *Probation was lifted from:*

The Biblical Seminary in New York (1964)

6. *Notations were imposed upon:*

Golden Gate Baptist Theological Seminary 1.1, 1964

Knox College 1.1, 1964

Nashotah House 1.1, 1964

New Orleans Baptist Theological Seminary 1.1, 1964

Northwestern Lutheran Theological Seminary 1.1, 1964

Seabury-Western Theological Seminary 1.1, 1964

Southeastern Baptist Theological Seminary 1.1, 1964

Goshen College Biblical Seminary 1.2, (1964) 7.2, 1965

Howard University School of Religion 1.2, 1964

Interdenominational Theological Center 1.2, 1964

Biblical Seminary in New York 4.2, 1964

Presbyterian School of Christian Education 1.1, 1.5, 1965

University of Chicago Divinity School 2.1, 1965

Mennonite Biblical Seminary 7.2, 1965

Moravian Theological Seminary 7.2, 1965

Meadville Theological School 9.2, 1965

Notations were removed from:

Bexley Hall 1.1, 1964

Episcopal Theological School of the Southwest 1.1, 1964

McMaster Divinity College 1.1, 1964

California Baptist Theological Seminary 1.2, 1964

Biblical Seminary in New York 5.2, 1964
 Golden Gate Baptist Theological Seminary 1.1, 1965
 McGill University Faculty of Divinity 1.1, 1965
 Nashotah House 1.1, 1965
 Northwestern Lutheran Theological Seminary 1.1,
 1965
 Seabury-Western Theological Seminary 1.1, 1965
 Goshen College Biblical Seminary 1.2, 4.1 1965
 Howard School of Religion 1.2, 1965
 Moravian Theological Seminary 4.1, 1965
 Mennonite Biblical Seminary 4.7, 1965

7. *The sending of schedules was authorized as follows to:*

Graduate Theological Union, December, 1964
 Bethel Theological Seminary, December, 1965
 United Theological Seminary of the Twin Cities, De-
 cember, 1965

8. *An inspection team was authorized to investigate and report upon:*

The Graduate Theological Union, December 1964
 (consideration of accreditation postponed without
 prejudice for at least two years—action taken De-
 cember, 1965.)

9. *Revision and interpretation of notations:*

During the biennium the Commission took action to re-
 vise and clarify notations in accordance with the Standards
 for Accrediting. For the information of member schools
 these actions are noted here:

a. Notation 1.1 has been revised to read: "The enroll-
 ment of noncollege graduates in this school exceeds 10%
 of the total enrollment in professional degree, diploma,
 certificate, and 'short course' programs." In this connec-
 tion, the Commission went on record regarding overseas
 students as follows: "That in the computation of enroll-
 ment overseas students with educational backgrounds
 equivalent to the collegiate degree shall be recognized as
 college graduates."

b. With regard to Notation 1.2, the Commission went on
 record as understanding that overseas students with edu-

cational backgrounds equivalent to the collegiate degree from accredited colleges shall be recognized as graduates of accredited colleges.

c. That Notation 2.3 be interpreted as follows: "The short academic week is interpreted to mean fewer than five full days of academic work on campus in the school's schedule."

d. That Notation 2.4 be interpreted as follows: "The short academic year is interpreted to mean fewer than thirty weeks of academic work per annum, inclusive of examinations and reading periods, but exclusive of opening orientation periods."

e. That Notation 4.2 be interpreted to mean that a faculty is inadequate when any one or more of the following conditions are present:

- (1) Fewer than one-third hold earned doctoral degrees
- (2) Fewer than two-thirds have two years of graduate study beyond the B.D. degree.
- (3) The student-faculty ratio exceeds 20:1.
- (4) In more than one major field the teacher has no formal advanced preparation.
- (5) In more than one major field the teacher is habitually out of residence for half the week or longer.

10. *Revision of Standards*

The Commission recommends revision of Section 9 having to do with the library.*

11. *Proposed program of self-study and reevaluation:*

Some years ago the Association went on record favoring the establishment of a program of self-study and reevaluation for member schools. The Commission now makes the following recommendations to the Association for the initiation of such a plan:

- a. That the AATS initiate a program of self-study and reevaluation of all member schools;
- b. That such self-study and reevaluation of each school be

* The proposed revisions are not reproduced here since the amended Standards adopted by the Association appear on pp. 22-31.

conducted at ten-year intervals according to the following procedures—

- (1) Each reevaluation team shall consist of from two to four members, at least one of whom shall be a member of the Commission on Accrediting;
- (2) Travel expenses (no honoraria) shall be paid to each team member;
- (3) Local hospitality expenses shall be borne by the school visited;
- (4) In cases where a school is visited because of special internal conditions, the schedule of routine periodic reevaluation shall be adjusted, and payment of expenses for the special visit shall be determined according to the special conditions involved.

c. That there shall be a charge to each school of \$100.00 for each routine reevaluation visit.

In order to be prepared to go ahead this fall in the event that the Association sees fit to approve these proposals, the Commission has already requested the Executive Committee to make provision in the 1966-67 budget for this program. The total cost to the Association for the coming year we estimate to be \$4,000 (\$3,000 for the reevaluation of accredited members and \$1,000 for visits to associates). Of this amount it is hoped that \$1,000 can be allocated from the visiting team fund as of June 30, 1966. The Commission has also agreed that if the Association approves this proposal, the schools granting doctorates shall be evaluated during the first five years of the operation of the reevaluation program, the remainder of the nine or ten schools to be included each year to be divided between those giving master's degrees and those giving only B.D. degrees. On this basis the Commission has approved a list of schools for tentative reevaluation next year and these schools have been so informed.

12. *Other matters dealt with by the Commission:*

The Commission has requested the executive staff to initiate work toward establishment of standards for the music degrees now offered in member schools of the AATS.

We also have under consideration an improvement of procedures used in visits and reports by inspection teams for

accreditation. It is possible that a report on this matter will be made to the Association following the June meeting of the Commission.

We should like to conclude our report by expressing our deep appreciation to the executive staff for its expert and dependable guidance during our deliberations and for its prompt and effective execution of our directives between meetings. And on behalf of the members of the Commission I should like especially to thank Professor Charles F. Kraft for his painstaking and faithful service as secretary over the past biennium.

ROBERT V. MOSS, JR., *Chairman*

REPORT OF THE TREASURER AND AUDITORS

The fiscal year of the Association runs from July 1 to June 30, following which an audit is made and a report sent to each member of the Executive Committee. In the even-numbered years an additional audit is prepared for the biennium.

The Treasurer's reports for the year 1963-64 and for the biennium 1962-64 were received and adopted by the Executive Committee in its December meeting of 1964. (See the Audited Report on pp. 97-97, *Bulletin 26*)

The Treasurer's audited report for the year 1964-65 was received and adopted by the Executive Committee in its December, 1965 meeting.

The Treasurer gave a ten-month report to the Association in its Alexandria meeting in June, 1966 (See "Program and Reports," pp. 43-51). The complete figures for the year 1965-66 and for the biennium 1964-66 have now been audited and are published with the auditor's statement in the following pages.

PAUL M. ROBINSON, *Treasurer*

BATTELLE & BATTELLE

CERTIFIED PUBLIC ACCOUNTANTS

Members of the American Institute of Certified Public Accountants

1785 Big Hill Road

Dayton 39, Ohio

ACCOUNTANTS' REPORT

The American Association of Theological Schools
Dayton, Ohio

We have examined the balance sheet of The American Association of Theological Schools as of June 30, 1966, and the related statements of receipts and disbursements for the two years then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the accompanying balance sheet and statements of receipts and disbursements present fairly the financial position of The American Association of Theological Schools at June 30, 1966, and the results of its operations for the two years then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding two years.

BATTELLE & BATTELLE

August 1, 1966.

EXHIBIT A
BALANCE SHEET AS AT JUNE, 30, 1966

ASSETS

CURRENT BUDGET FUND

Petty cash fund	25.00	
Cash in bank—restricted fund	\$ 24,791.65	
Due from Pre-Seminary Study Fund	1057.00	
Travel and insurance deposits	528.00	
Investments—Schedule No. 1	52,457.99	\$ 78,859.64

FACULTY FELLOWSHIP FUND

Cash in bank—office fund	\$ 761.64	
Cash in bank—restricted fund	71,464.53	
Due from Current Budget Fund	205.93	
Investments—Schedule No. 1	79,054.32	\$ 151,486.42

LILLY ENDOWMENT, INC. FUND

Cash in bank—office fund	30.45	
Cash in bank—restricted fund	468.35	
Due from Current Budget Fund	3,906.37	
Cash held by trustee	17,709.78	
Investments—Schedule No. 1	33,629.09	\$ 55,744.04

PRE-SEMINARY STUDY FUND

Cash in bank—office fund	\$ 755.89	
Cash held by trustee	52.59	
Investments—Schedule No. 1	2,684.00	\$ 3,492.48

PRACTICE OF THE PARISH MINISTRY FUND

Cash in bank—office fund	\$ 312.70	
Cash in bank—restricted fund	126.84	
Cash held by trustee	431.90	
Investments—Schedule No. 1	10,048.95	\$ 10,920.39

THE JOURNAL THEOLOGICAL EDUCATION FUND

Cash in bank—office fund	\$ 2,881.00	
Cash in bank—restricted fund	1,197.10	
Cash held by trustee	500.69	
Investments—Schedule No. 1	14,654.94	\$ 19,233.73

LIBRARY ASSOCIATION—MICROTEXT FUND

Cash held by trustee	\$ 438.59	
Investments—Schedule No. 1	70,070.47	\$ 70,509.06

LIBRARY ASSOCIATION—INDEX FUND

Cash held by trustee	\$ 694.44	
Investments—Schedule No. 1	47,037.23	\$ 47,731.67

LIBRARY ASSOCIATION—LIBRARY DEVELOPMENT FUND

Cash in bank—restricted fund	\$ 64,902.54	
Investments—Schedule No. 1	\$ 80,975.77	\$ 145,878.31
Total assets		\$ 583,855.74

LIABILITIES

CURRENT BUDGET FUND

Accounts payable:

Faculty Fellowship Fund	205.93	
Lilly Endowment, Inc. Fund	\$ 3,906.37	
Trustee—Winters National Bank & Trust Co.	496.83	
Workmen's compensation	77.94	
Employee payroll taxes withheld	591.89	
Retained balance in operating account— Exhibit B	73,580.68	\$ 78,859.64

FACULTY FELLOWSHIP FUND

Retained balance of contributions— Exhibit C	\$151,486.42
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LILLY ENDOWMENT, INC. FUND

Retained balance of contributions— Exhibits D and E	\$ 55,744.04
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PRE-SEMINARY STUDY FUND

Accounts payable, Current Budget Fund..	\$ 1,057.00	
Retained balance of contributions— Exhibit F	2,435.48	\$ 3,492.48

PRACTICE OF PARISH MINISTRY FUND

Retained balance of contributions— Exhibit G	\$ 10,920.39
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THE JOURNAL *THEOLOGICAL EDUCATION* FUND

Advance sales of journal	\$ 102.50	
Retained balance of contributions— Exhibit H	19,131.23	\$ 19,233.73

LIBRARY ASSOCIATION—MICROTEXT FUND

Retained balance of contributions— Exhibit I	\$ 70,509.06
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LIBRARY ASSOCIATION—INDEX FUND

Retained balance of contributions— Exhibit J	\$ 47,731.67
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LIBRARY ASSOCIATION—LIBRARY DEVELOPMENT FUND

Retained balance of contributions— Exhibit K	\$145,878.31	
Total liabilities	\$583,855.74	

EXHIBIT B

CURRENT BUDGET FUND RECEIPTS AND DISBURSEMENTS

Two Years Ended June 30, 1966

RECEIPTS	Two Years ended June 30, 1966	
	Budget	Actual
Annual dues from members	\$ 86,000.00	\$ 90,151.26
Income from sale of bulletins, library materials, etc	3,000.00	2,793.80
Interest income	6,000.00	6,501.09
Gain on redemption, sale or exchange of investments		1,995.01
Allocation—journal, staff editorial	5,000.00	5,000.00
Allocation—journal, clerical assistance ..	1,000.00	1,000.00
Allocation—Pre-Seminary Education, administrative for conferences		1,275.00
Allocation—Faculty Fellowships, editorial assistance for journal		550.00
Episcopal Church, administrative assistance		1,000.00
Miscellaneous		156.05
Totals	101,000.00	110,422.21

DISBURSEMENTS

Executive Director—Salary	\$ 26,000.00	\$ 26,000.00
—Residence allowance	6,000.00	6,000.00
—Pension expense ...	6,000.00	5,879.84
Associate Director—Salary	22,000.00	22,000.00
—Residence allowance	4,800.00	4,800.00
—Pension expense ...	4,200.00	4,021.02
Assistant Director—Salary	9,000.00	9,000.00
—Residence allowance	2,500.00	2,500.00
—Pension expense ...	1,500.00	1,500.00
Secretarial salaries	22,500.00	21,078.13
Travel	4,500.00	3,773.46
Rent	7,800.00	7,495.14
Printing	5,000.00	3,588.43
Telephone and telegraph	1,400.00	1,085.53
Stationery and postage	6,000.00	5,724.87
Insurance	800.00	582.00
Moving and renovation of office		2,652.83
Moving expenses of Assistant Director ..	1,200.00	1,175.97
Office equipment and improvements	1,340.00	2,056.69
Repairs and maintenance	600.00	785.08
Inspection expense, net of fees		604.24
Workmen's compensation	500.00	188.18

Executive Committee		4,083.58
Biennial meeting		1,414.85
Commission on Accrediting		2,515.47
Commission on Research and Counsel ...	13,500.00	4,184.34
Committee on Christian Education		1,587.26
Committee on Recruiting and Financial Aid to Students		369.07
Provision for visiting teams—see		
Exhibits D & E	2,000.00	2,000.00
FICA tax	800.00	761.21
Accounting	2,460.00	2,250.00
Dues	600.00	600.00
Trustee fees—Winters National Bank & Trust Co.	450.00	325.07
Miscellaneous and non-recurring	900.00	480.72
Totals	\$154,000.00	\$153,062.98
EXCESS OF DISBURSEMENTS.....	(53,000.00)	(42,640.77)

RETAINED BALANCES

	Total	Sealantic Grant	Balance in Operating Accounts
Balance July 1, 1964	\$116,221.45	\$ 45,000.00	\$ 71,221.45
Excess of disbursements (above)	(42,640.77)		(42,640.77)
Net	73,580.68	45,000.00	28,580.68
Sealantic Fund Grant applicable to two years		(45,000.00)	45,000.00
Balance June 30, 1966 ...	73,580.68		73,580.68

EXHIBIT C
FACULTY FELLOWSHIP FUND
Two Years Ended June 30, 1966

RECEIPTS

Grants from Sealantic Fund, Inc.	
for 1965-66 and 1966-67	\$300,000.00
Interest income	8,728.25
Gain on redemption sale or exchange of investments	2.50
Total	\$308,730.75

DISBURSEMENTS

Expenses:

Meetings	\$ 2,304.94
Allocation—journal, printing of copies used	825.00
Allocation—Current Budget, editorial assistance for journal	550.00
Trustee fees—Winters National Bank & Trust Co.	436.42 \$ 4,116.36

Awards:

1964-65 program	
Original awards	\$150,000.00
Add net awards added, withdrawn, returned or reduced during year .	300.00
1964-65 awards disbursed	150,300.00
Add awards disbursed in current year but applicable to other years:	
1963-64 ..	2,000.00
1965-66 ..	3,200.00 5,200.00
1965-65 awards disbursed	\$155,550.00

1965-66 program		
Original wards	142,200.00	
Add net awards added, withdrawn, returned or reduced during year .	5,100.00	
1965-66 awards disbursed	147,300.00	
Add awards disbursed in current year but applicable to 1966-67 .	3,000.00	
1965-66 awards disbursed		\$150,300.00
Total awards disbursed .		\$305,800.00
Total disbursements ...		309,916.36

EXCESS OF DISBURSEMENTS—to

retained balance of contributions	(1,185.61)
Retained balance of contributions— June 30, 1964	152,672.03
Retained balance of contributions— June 30, 1966	151,486.42

EXHIBIT D
LILLY ENDOWMENT, INC. FUND
Two Years Ended June 30, 1966

RECEIPTS

Grants from Lilly Endowment, Inc.	\$ 30,000.00
Interest income	3,305.92
Total	\$ 33,305.92

DISBURSEMENTS

Visitation program		
1964-65	\$ 1,738.67	
1965-66	2,462.01	\$ 4,200.68
Conferences of Seminary Professors in 1964 and 1965		
1964-65	5,574.17	
1965-66	320.27	5,894.44
Study of the teaching of Biblical Languages		
1964-65	165.82	
1965-66	4,002.37	4,168.19
Trustee fees—Winters National Bank & Trust Co.		165.29
Total		\$ 14,428.60

EXCESS OF RECEIPTS—to

retained balance		
of contributions—Exhibit E ...		\$ 18,877.32
Adjustments		
Transfer to journal "Theological Education" Fund—Exhibit H	(10,000.00)	
Allocation from Current Budget reducing visitation program	2,000.00	
Net decrease of retained balance of contributions		(8,000.00)
		10,877.32
Retained balance of contribution—		
June 30, 1964		44,866.72
Retained balance of contribution—		
June 30, 1966		55,744.04

THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS

EXHIBIT E

LILLY ENDOWMENT, INC. FUND ANALYSIS OF RETAINED BALANCE OF CONTRIBUTIONS

JUNE 30, 1966

	Balance 6-30-64	Adjustments (705.41) (1)	Two years ended 6-30-66 Exhibit D		Balance 6-30-66
			Receipts	Disbursements	
Senior honors	705.41				— 0 —
Regional conferences	2,917.98				2,917.98
Visitation	9,869.58	2,000.00 (2)		4,200.68	7,668.90
Conference of Seminary Professors in 1964	1,169.21			486.58	682.63
Conference of Seminary Professors in 1965	— 0 —		6,000.00	5,407.86	592.14
Publication of quarterly journal	10,000.00	(10,000.00) (3)			— 0 —
Study of the teaching Biblical Languages	14,981.00			4,168.19	10,812.81
Faculty Fellowship program			24,000.00		24,000.00
Accumulated income from investments	5,223.54	705.41 (1)	3,305.92	165.29	9,069.58
Totals	44,866.72	(8,000.00)	33,305.92	14,428.60	55,744.04

Note 1—Balance in senior honors included with accumulated income from investments applicable to purposes consistent with the intentions of the original donors.

Note 2—Applied towards visiting from Current Budget per action of Executive Committee.

Note 3—Transferred to journal *Theological Education* Fund.

EXHIBIT F
PRE-SEMINARY STUDY FUND
Two Years Ended June 30, 1966

RECEIPTS

Grant from Lilly Endowment, Inc.	12,500.00
Interest income	373.20
Miscellaneous income	126.70
Total	12,999.90

DISBURSEMENTS

Publication of the report	4,300.00
Conferences on Pre-Seminary Education	8,036.38
<i>Journal of Bible and Religion</i>	1,200.00
Allocation—Current Budget, administrative assistance for conferences	1,275.00
Travel	259.19
Trustee fees—Winters National Bank & Trust Co.	18.66
Total	15,089.23

EXCESS OF DISBURSEMENTS—to retained

balance of contributions	(2,089.33)
Retained balance of contributions—June 30, 1964	4,524.81
Retained balance of contributions—June 30, 1966	2,435.48

EXHIBIT G
PRACTICE OF THE PARISH MINISTRY FUND
Two Years Ended June 30, 1966

RECEIPTS

Interest income	966.16
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DISBURSEMENTS

Director's salary	1,120.80
Remittances for administrative expenses	3,823.51
Honoraria	1,085.00
Trustee fees—Winters National Bank & Trust Co.	48.31
Total	6,077.62

EXCESS OF DISBURSEMENTS—to retained

balance of contributions	(5,111.46)
Retained balance of contributions—June 30, 1964	16,031.85
Retained balance of contributions—June 30, 1966	10,920.39

EXHIBIT H

THE JOURNAL "THEOLOGICAL EDUCATION" FUND

Two Years Ended June 30, 1966

RECEIPTS

Grants from Lilly Endowment, Inc. . . .	30,000.00
Journal subscriptions	6,569.76
Interest income	467.60
Miscellaneous income	250.00
Total	37,287.36

DISBURSEMENTS

Allocation—Current Budget, staff editorial and clerical assistance		6,000.00
Printing and freight	9,560.84	
Less allocation—Faculty Fellowship journals used	825.00	8,735.84
Secretarial assistance		1,000.00
Addresser printer		925.00
Embossed plates		248.64
Postage		101.43
Art work on journal cover		30.80
Miscellaneous expenses		1,091.03
Trustee fees—Winters National Bank & Trust Co.		23.39
Total		18,156.13

EXCESS OF RECEIPTS—to retained

balance of contributions	19,131.83
Retained balance of contributions— June 30, 1964	— 0 —
Retained balance of contributions— June 30, 1966	19,131.83

EXHIBIT I

LIBRARY DEVELOPMENT—MICROTEXT

Two Years Ended June 30, 1966

RECEIPTS

Interest income	5,816.14
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DISBURSEMENTS

Trustee fees—Winters National Bank & Trust Co.	290.82
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EXCESS OF RECEIPTS—to retained

balance of contributions	5,525.32
Retained balance of contributions—June 30, 1964	64,983.74
Retained balance of contributions—June 30, 1966	70,509.06

EXHIBIT J
LIBRARY ASSOCIATION—INDEX FUND
TWO YEARS ENDED JUNE 30, 1966

RECEIPTS

Grant from Sealantic Fund, Inc.	35,000.00
Interest income	3,057.37
Total	38,057.37

DISBURSEMENTS

Trustee fees—Winters National Bank & Trust Co.	152.87
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EXCESS OF RECEIPTS—to retained

balance of contributions	37,904.50
Retained balance of contributions—June 30, 1964	9,827.17
Retained balance of contributions—June 30, 1966	47,731.67

EXHIBIT K
LIBRARY ASSOCIATION—LIBRARY DEVELOPMENT
FUND

Two Years Ended June 30, 1966

RECEIPTS

Grants from Sealantic Fund, Inc.	563,500.00
Interest income	7,662.73
Total	571,162.73

DISBURSEMENTS

Disbursements to accredited seminaries	498,741.43
Director of Library Development program	40,000.00
Trustee fees—Winters National Bank & Trust Co.	383.23
Total	539,124.66

EXCESS OF RECEIPTS—to retained

balance of contributions	32,038.07
Retained balance of contributions—June 30, 1964	113,840.24
Retained balance of contributions—June 30, 1966	145,878.31

REPORT OF THE COMMISSION ON FACULTY FELLOWSHIPS

Two grants from the Sealantic Fund, Inc., the first being approved in 1955 for \$500,000 and the second for \$750,000 in 1961, have enabled the Commission to award 372 fellowships during the nine-year period from 1957-1966. At its meeting on February 4 and 5, 1966, the Commission made 42 additional awards for the academic year of 1966-1967, thus bringing the grand total to 414 for the decade.

In the Winter 1966 issue of *Theological Education* a roster of the recipients of fellowships during the first nine years was published, with information as to the originating schools, teaching fields, locations of study and research, and nature of the programs. It is an impressive list representing an investment by the Sealantic Fund of well over one million dollars, an investment which has already yielded and will continue to yield substantial dividends for theological education in the United States and Canada. The Commission, on behalf of the Association, has expressed its deep appreciation to the trustees of the Fund.

At the February 1966 meeting the Commission authorized the staff to submit a third request for a Sealantic Fund grant inasmuch as resources for fellowships will be exhausted by the close of the next academic year. Supporting evidence for this request is contained in a study made by Dr. Jesse H. Ziegler entitled "A Thrust Toward Excellence in Theological Education."

Some illuminating information appears in this study in addition to the statistics given earlier in this report. "Two principles are evident from examination of the distribution of grants by schools: (1) *there is broad spread of grants to accredited schools*, (2) *there is marked concentration of grants in schools with distinguished reputations*." The range is from fifteen schools which have received one grant each to nine schools which have received from ten to fifteen grants each. Although 372 awards were made during the first nine years, "only slightly more than one-fifth of the present full-time faculty corps of accredited schools have thus far received grants." "If theological faculties are di-

vided within the traditional quadrivium, *the distribution of grants has been roughly by fourths* with the biblical field being slightly above and the historical field slightly below." It is estimated on the basis of a careful analysis of data that, if the program were extended for another five years, there would be an increase in the quantity and quality of the applicants.

In the survey of selected schools made in connection with the study support was received for most of the policies now governing awards, but a number of suggestions were made for policy changes as well as changes in the administration of the program. These suggestions were taken into consideration by the Commission in shaping the form of the third request submitted to the trustees of the Sealantic Fund.

During the biennium the Commission agreed that the printed announcement of the awards should contain the notice that "although an application for a second grant is welcome, six full years must have elapsed between the end of the period covered by the award and the beginning of another, and priority is given to men who have not received a grant." As a matter of fact, not a single person has received two fellowships during the first nine years of the program.

At its February 1966 meeting the Commission evaluated twelve applicants from associate member schools and approved four awards from a grant by the Lilly Endowment, Inc.

In a previous report the task of the Commission was characterized as "a delicate and exacting one." This certainly continues to be true. The members are keenly aware that their decisions cause both gratitude and disappointment among applicants, and that sometimes mistakes are probably made. Nevertheless, a serious effort is made to act on the basis of a very thorough scrutiny and evaluation of the credentials. The task is indeed delicate and exacting but it is also rewarding.

The time schedule adopted for the next operating year, assuming that additional resources will be made available, is as follows:

Mailing of announcements of fellowships—October 1, 1966

Deadline for filing applications—December 12, 1966

Subcommittee meeting—January 6 and 7, 1967

Meeting of the Commission—February 3 and 4, 1967.

DONALD R. HEIGES, *Chairman*

REPORT OF THE COMMISSION ON RESEARCH AND COUNSEL

Since the biennial meeting of 1964, this Commission has held two meetings, in February of 1965 and in March of 1966. The big business of the biennium has been the study of degree nomenclature. Our report on this subject is brought to you elsewhere for consideration and action at this meeting.

The other area of major achievement during the biennium is the completion of the Feilding study, which is now in press and which will be reported on by Professor Charles Feilding. This study was initiated by our Commission.

A third activity of the biennium was the work on a statement of ethics for faculty members. Carried out through a subcommittee ably headed by Professor J. Robert Nelson, this proposal will be before you elsewhere in this biennial meeting.

The program of visiting teams was continued during this period, with seven actual visits made since the meeting of 1964. With the 72 schools visited up to 1964, a total of 79 schools have been beneficiaries of this program since its beginning in 1958.

The Committee on Clinical Pastoral Education was active during the biennium, and its report is made to this meeting at another place. We strongly recommend the continuation of this Committee.

It was through the initiative of this Commission that the study of the teaching of biblical languages was planned. The arrangements for this study are reported by the Executive Committee.

The report on plans for faculty conference-seminars, and on further plans to foster the advancement of teaching, are made available in the report of the Executive Director. This Commission is proud of having helped to launch these programs.

With the assistance of the Committee on Clinical Pastoral Education, the Commission has inquired into the work of a new organization called the American Association of Pastoral Counselors, from the perspective of our concern for theological education. Our report on this matter follows.

To make sure that the future chairman of this Commission has enough to do, the following items are noted as still alive in the agenda. They were all studied and discussed during the biennium, and need continuing attention. There is the large question, first, of AATS's responsibilities in relation to theological education on a world scale. There is, second, the need to improve the situation with regard to multiple applications of students for admission to theological schools. There is, third, the proposed study of the institutional relationships of theological schools, on which Jesse H. Ziegler has made a beginning. There is, fourth, the appraisal of literature and other materials interpreting the ministry, whether from church or school sources. And there are many aspects of continuing education that need examination and planning.

In closing not only this biennial report but also my own six years' term as chairman of the Commission, it seems in order to remind you that this Commission was formed in order to implement the Niebuhr-Williams-Gustafson study. From the start, under the chairmanship of Daniel Day Williams until 1960, the Commission conceived its task as looking ahead imaginatively toward any studies, conferences, workshops, programs, or procedures that would carry forward the thrust of the Niebuhr report. Most of the ideas that have paid off have been shaped by us in their early stages, and then properly turned over to others for execution, either the regular staff or special staff like Professor Feilding, or have been carried through by subcommittees. In a few instances, notably the academic freedom report of 1960, and the degree nomenclature report of 1966, we have executed the projects as well as planning them. But it seems clear that the chief service of the Commission to the Association will continue to lie mainly in planning rather than execution.

SEWARD HILTNER, *Chairman*

REPORT ON DEGREE NOMENCLATURE *

Introduction

The AATS has provided a relationship within which all member schools, regardless of age or size, may find acceptance and fellowship and yet experience the stretch and tension leading to higher standards and performance. This fellowship has required not only that each member take account of its own welfare but that all policies be carefully weighed as to their effect on sister institutions. Simultaneously, concern for the welfare of the total Association has required that the members be willing to permit responsible experimentation with new behavior.

The question of nomenclature for the first professional degree was raised two years ago by the action of two member schools in choosing to replace the B.D. with a doctorate as the basic degree, the consideration of a similar step by other schools, and a direct request from the Methodist Association of Theological Schools for immediate study of the first theological degree. A discussion of the issues was arranged within the business agenda of the 1964 biennial meeting of the Association. That discussion concluded with passage of the following motion:

that it be the considered request of this body that the Commission on Research and Counsel fully study the matter of the name for the first theological degree, and to take carefully into consideration proposals put before this group at this biennial meeting with reference to this matter.

(Cf. *Bulletin* 26, AATS, p. 112)

The Commission proceeded with its task in the conviction that the fullest possible consultation was required in order to draft a recommendation which might achieve a consensus within the Association. The following steps were taken:

(1) The prepared statements and a transcription of the discussion in the 1964 biennial meeting were printed under

* Appendixes I and II to the report as it appeared in "Program and Reports" give a summary analysis of the hearing-consultations and the questionnaire study. (See pp. 78-89).

the title *Degree Nomenclature* and circulated to all full-time faculty members of member schools in March 1965. Included in the booklet was a request that each faculty member read the documents and discuss the issues with his colleagues, and that each school instruct the faculty's representative to a hearing-consultation to be conducted by the Commission.

(2) Seven regional hearing-consultations were held between April 1965 and January 1966 where teams representing Commission and staff heard statements from almost all member schools and conducted discussions of the issues.

(3) A questionnaire was sent to all chief administrative officers in January 1966 to which there was an 81% return.

(4) Statements about the issue were received from several denominational bodies.

(5) The results of the foregoing were collated in an 80 page study document in March 1966 for use of the Commission and a group of consultants.

(6) On March 11, 1966, the Commission held an all-day consultation with five consultants: President Olin T. Binkley, Southeastern Baptist Theological Seminary, president of AATS; Dean Stanley B. Frost, McGill University Faculty of Graduate Studies and Research, past president of AATS; President Robert V. Moss, Jr., Lancaster Theological Seminary, chairman of the Commission on Accrediting; Dr. Elliott Dunlap Smith, former provost of Carnegie Tech; Professor Daniel D. Williams, Union Theological Seminary, team member of the Study of Theological Education.

(7) On March 11 and 12 the Commission, having attempted to take account of the basic commitment of the AATS to standards of excellence in theological education and to the present concerns of the schools for a degree nomenclature that represents adequately the education provided under those standards, drafted their report for the biennial meeting.

Faculties are invited to study and discuss the report in order that their representatives to the 1966 biennial meeting may have the benefit of such discussion as action is taken on the report. It is the judgment of the Commission

that the report comes as near as possible to a statement of consensus of the Association regarding appropriate degree nomenclature for high quality education.

1. *Recommendations Regarding the Basic Theological Degree*

In the light of our assignment from the biennial meeting in 1964, and after the careful consideration described in the introduction to this document, we recommend to the Association that it commend the adoption by each member school of either of the following alternatives as suitable recognition for the basic professional education of the ordained ministry:

- (1) Retention of the B.D. nomenclature for the basic theological degree;
- (2) The adoption of a master's designation for the basic theological degree, subject to certain conditions described below.

A number of schools now offer programs of high quality leading to the B.D. degree. While always seeking to improve both standards and performance, these schools should not hesitate to retain the B.D. nomenclature, if they prefer. Attention is called to the fact that students expecting to do further work toward a Ph.D. degree may profit from a B.D. background.

Schools desiring to move toward the master's designation should feel free to do so, at their own election. If they do so, they should make sure that the transition in nomenclature marks quality that matches the best B.D. programs currently offered.

Schools which elect to move in this direction shall take the initiative in the first place, but they will be asked to report periodically to the Association on their progress. They may also expect a visit by representatives of the Commission on Accrediting in due time as that Commission engages in reevaluation of all accredited schools.

As there is experience in the improvement of the quality of the program leading to the new master's degree, the Association may wish to include these and similar items in subsequent standards of accrediting; but at the present time

the following items are offered, simply as suggestions, as among the marks of high quality and performance above minimum standards:

(1) Stringent policies of admission, including careful scrutiny of undergraduate courses recommended by the Association;

(2) A school week consisting of five full days of academic work;

(3) Removal of all notations which indicate deficiencies;

(4) A carefully conceived and executed program of supervised field education (and/or including clinical pastoral training), which assures that the field experience will be related to, and will not interfere with, the prosecution of basic theological studies;

(5) A well supervised thesis and/or comprehensive examinations may be adopted, but only if the faculty gives careful attention to student preparation for either or both of these options;

(6) A student-faculty ratio that permits diligent faculty attention to each individual student and allows faculty members to pursue their own scholarly duties (in most cases a ratio of more than 15:1 is highly dubious);

(7) A curriculum flexible enough to allow for adequate education for the diverse ministries emerging in our time, while at the same time providing required discipline in the basic fields of theological study, such as biblical study, church history, theology, and arts of ministry;

(8) Experiments in team teaching, colloquia, seminars, tutorials, and independent study, toward integration of the student's entire educational experience;

(9) Careful attention to the formation of the student's ethical and spiritual life, as well as to his intellectual development;

(10) Education of graduates equipped to live and lead in religious and secular dimensions, increasingly encompassing the entire world.

II. *Recommendation on the Name of the Basic Degree*

The Commission recommends that the designation for this master's degree be Master of Divinity (M.Div.). In the process of selection the Commission was guided by certain general considerations. First, it was felt that an established master's degree title should not be used. In the case of the S.T.M. the program is usually an advanced specialized program clearly different from that proposed here. Where the Th.M. is given for a program equivalent to the S.T.M., the same objection holds. Since the AATS has a strong tradition, illustrated in its standards and notations, against the awarding of a Master of Arts degree by a seminary apart from a university, the Commission felt justified in excluding the Master of Arts degree for the present purpose. In addition, it should be pointed out that the Master of Arts degree is normally awarded on the basis of work in a single academic department.

The second consideration was a concern for usefulness and clarity within the changing contemporary scene. A Master of Ministry, for example, would not adequately suggest the participation of lay men and women in the total mission of the church or in theological education. A Master of Religion, on the other hand, would not be able to avoid the ambiguity and vagueness attaching to this term in current culture.

Finally and positively, the word Divinity is our own Anglo-Saxon heritage. We have used it for years in the term Bachelor of Divinity. Therefore the continued use of this word in the designation of the new degree commends itself as sustaining a basic tradition in theological education.

III. *Standards for Professional Doctor's Degrees*

Virtually all the hearings discussed professional doctor's degrees, with the clear net conclusion that an appropriate agency of the AATS should be directed to establish standards for such degrees. Although doctor's degrees were not, as such, a part of the mandate to the Commission, this subject seemed inescapably related to that mandate.

Four schools have begun awarding, or have announced, professional doctor's degrees as either their first profes-

sional degree or as the degree normally expected of their students. One other school has a large program of professional doctoral study for persons engaged in active ministries; and several other schools, some of them in concert, are planning similar programs. Thus, the question of professional doctor's degrees is not merely hypothetical.

It is the judgment of the Commission, based on the hearings and other explorations, that the responsibility of the AATS in relation to such programs—either those now existing or later to be established—ought not to focus on chronological position, i.e. whether or not they are “first degree,” “later degree,” or “terminal degree,” but should center, instead, upon actual minimum standards for such a degree.

It is our judgment that upon their creation and adoption these standards should be enforced according to the usual procedures of accreditation.

The hearings, while clearly advocating the setting of standards for a professional doctor's degree, gave little attention to what such a degree should involve. Nor is it the task of the Commission to construct such standards. Nevertheless, we believe it may be useful—especially in the light of the series of proposals for such a degree that have been before AATS over the years—to record our conviction about the basic meaning of a doctor's degree and of professional education for which it would be the highest recognition.

The present standards of the AATS in relation to the doctorate state at the beginning, “in theology as in other areas it should represent the recognition of only very high intellectual achievement and capability.” We underscore this position for professional as for other doctorates. While standards may be partly different in content, they should not be lower in terms of “intellectual achievement.”

In our judgment, a professional doctorate must be conceived within the context of professional education as a whole. Education for a profession is education in which knowledge and skill are learned at the same time and integrated in a particular way.

The professionally educated person must not only, in a common phrase, be able to apply theory to practice, but also

be able to construct theory when confronted with the novelities of concrete professional experience, and should be able to test that theory. He is able to test theory by practice and justify practice by theory. A qualified member of a profession is able to meet standards of knowledge and standards of performance.

As professional wisdom and competence increase, there is increasing ability to use a wider range of knowledge in dealing with greater complexities in concrete situations. A professional doctorate should represent demonstration of such ability at a high level of "intellectual achievement."

The ways of evoking and encouraging such increasing ability are likely both to include many current educational methods—courses, seminars, papers, and the like—and also to require new criteria for and modes of instruction, of supervision, and of appraisal. Certainly there must be supervised experience that carries professional responsibility with it—to the end that the learner is able to appraise his own work accurately, to discover the needed resources for carrying it out, and to reconstruct his own theory in the light of his experience.

He needs also to learn to think and feel like a responsible member of his profession—an enlightened upholder and critic of its system of values. For a professional doctorate, there should be evidence of ability to articulate such values.

The knowledge needed by a student for the professional doctorate should certainly include a high-level, but not specialized, mastery of the traditional theological disciplines and their modern development. But the necessary emphasis on the contemporary situation requires also a high-level, but nonspecialized, acquaintance with such secular disciplines as psychology, sociology, communications theory, and related areas.

We are convinced that no doctoral program can reach high "intellectual achievement" without an appropriate period of study in residence, i.e. with competent teaching and supervision by the program's instructors. But we do not believe that time or residence as such can ever be adequate indicators of achievement at the doctoral level.

If a professional doctorate is offered only by schools fully equipped to do so in terms of faculty, library, and other resources, and according to standards to be set up by the AATS, then it is our judgment that positive values would be served. A new level of excellence in professional responsibility would be established, research would be stimulated in relating theory and practice, and the theological bases of the functions of ministry would be more carefully analyzed.

A professional doctorate, however, should be a terminal degree. Students, especially those considering work toward the Ph.D. or Th.D. degrees, should understand that fact.

The Commission recommends that an appropriate committee be appointed by the Association and assigned the task of developing standards for the professional doctorate at the earliest possible date.

IV. Implications of these Recommendations

A. Effect on ministers and theological graduates

We believe that the psychological effect on ministers will be inconsiderable. It is not likely to be adverse; it may even prove to be beneficial. It would be serious to depreciate the quality of degrees which ministers now hold and for which they have done advanced study. To substitute the Th.M. for the B.D. would prompt justifiable protests; to create a new degree avoids any invidious comparisons with those already in existence. In some quarters a change may awaken an appreciative response. The minister who feels that he should have received a degree higher than a baccalaureate may feel that an inequity, at least for the future, is being rectified.

B. Effect on theological students

In most seminaries there are some students who believe that it is inequitable for the school to give a baccalaureate for three years of study beyond their initial baccalaureate. While this problem may not be serious, it is real. A change would remove it, even if it leaves unsatisfied the hunger to be called "doctor."

C. Effect on those contemplating the ministry

Most young men who consider the ministry are not seriously influenced by the degree which they will receive at the end of their course. (There is some difference of judgment among us on this point.) We agree that change in degree nomenclature is not likely to increase the supply of candidates, but neither will it diminish that supply. The change will probably simplify the problem of explaining to prospective students the rationale behind the sequence of degrees which are given in recognition of academic attainment.

D. Economic effects of the suggested change

The Commission does not suggest that those schools which contemplate a change shall merely substitute one designation for another. The point of the recommendation is that schools which have genuinely raised the quality of their work to the level appropriate to a master's degree in a reputable university may change to a different system of nomenclature. The Commission emphasizes the fact that this process has inescapable economic implications. It may mean expansion of faculty in order to do teaching of a higher quality or of a more imaginative type. It presupposes adequate library resources. In particular a professional degree of high caliber demands more adequate attention to precisely those areas which at present are often most exposed to criticism but in which excellence is inevitably costly. Only where the so-called practical subjects are taught at a level which makes invidious comparisons with academic disciplines inappropriate; where they can be judged not simply by academic criteria, but also by standards which, though different, are no less exacting—only in such schools does the advance to the M.Div. commend itself as an appropriate option. It is obvious that changes cannot be effected quickly and may involve considerable expense.

E. Implications for other seminary degrees

1. The interrelation of degrees

A seminary faces two major problems in relating degrees to one another. First, the seminary if it offers more than one degree, must have an understanding of the interrelation of the degrees offered and a policy for moving a

student from one degree to another. Second, the seminary must have a policy for evaluating degrees done at other institutions in order to transfer credits.

- a) Relation of degrees within the school that offers a number of degree programs

We propose the following guide for characterizing degrees:

(1) That the M.A. and Ph.D. designation be reserved for academic degrees in various branches of religious studies done in colleges and universities.

(2) That the designation B.Div. (or B.D.) or M.Div. as the basic professional degree offered by seminaries and theological colleges be the basis of all higher degrees. The M.R.E., M.A., and other degrees of this type are first professional degrees for special training and are parallel to the theological degrees.

(3) That degrees offered beyond the basic professional degree be of two main types: professional and academic.

(4) That the highest professional degree be the professional doctorate.

(5) That the academic sequence be built on the B.D. or M.Div. and that the degrees in it be the Th.M. (or S.T.M.) and the Th.D. (or S.T.D.).

(6) That the separation between the professional and academic sequence not be absolute, for several patterns could be developed. The Th.M., for example, could be in sequence leading to the professional doctorate or the Th.D. Also, a person who wanted to specialize in the academic aspect of a professional field could, if the school had resources and program, do a Th.D degree program in a professional field. This latter course would be a proper path for a person who wanted to teach in the professional field in a theological seminary.

- b) Evaluation of degrees awarded at other institutions

Theological schools must have a policy for evaluating degrees granted by other institutions. An increasing number of universities are offering religion at the graduate level with degrees extending through the doctorate, and some students will want to transfer credits from these schools to a seminary for a seminary degree. Also, some seminaries offer the M.R.E. degree or the M.M. (music) degree that includes a variety of academic and professional courses, and students with these degrees may want to transfer to a different professional or academic degree program in the seminary.

We urge the schools of the AATS in following accepted academic practice not automatically to transfer degrees done elsewhere as prerequisites for admission to seminary degree programs. We urge that the work done by the student elsewhere be evaluated in the light of the requirements of the degree program for which he is applying. This procedure does not depreciate work done elsewhere; rather, it forces attention on the requirements and standards of the degree program the student desires. We suggest that even the transfer of course credits should not be done automatically. Courses in some fields taken ten years ago, no matter how good at the time taken, may now be out of date. We advise member schools to appraise the adequacy of any work done elsewhere before it is counted as prerequisite to or a part of work to be done on a seminary degree program.

2. The improvement of degree programs

Accreditation of seminaries with their various degree programs is a difficult and delicate task; yet it is at the heart of our efforts to improve the training of leaders for the church's ministries. The accrediting function of the AATS, like that of most accrediting associations, relies heavily on objective standards such as size, adequacy, and function of the library, the faculty-student

ratio, financial support, etc. These measurable and observable factors are the bony structure of theological education and we must continue to improve this part of our institutional life. The muscle, nerve, and spirit of an institution are more difficult to appraise and almost impossible to measure, because these are seen in the tone of the institution, its dedication to service, its sense of mission, and its devotion to scholarship. Since all these factors are related to a continual improvement in degree programs, we recognize the need to rely on consulting teams of experienced theological educators to provide guidance for enriching a school's work, in addition to those procedures which the Commission on Accrediting may use in the maintenance of standards.

The Commission on Research
and Counsel

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A REPORT FROM THE COMMITTEE ON CLINICAL PASTORAL EDUCATION

Consisting of recommendations to the seminaries on questions relating to Clinical Pastoral Education received by the Association "for information and advice."

Preamble

As a study committee under the Commission on Research and Counsel of the American Association of Theological Schools, our primary point of reference is the responsibility assigned to theological seminaries for the training of men for the ministry of the church. The training of ministers has over the past four decades come to be most productively related to the off-campus clinical training of theological students in hospitals or in welfare and correctional institutions under full-time resident chaplain supervisors, whose relationships to seminaries have not always been clearly defined or generally agreed upon. Although there is an overlapping of purposes and programs between seminaries and supervisors, there is not always an identity of aim nor open communication on methods and procedures. Chaplain supervisors are not, in the nature of the case, immediately responsible to seminaries nor exclusively concerned with the full scope of the pastoral training of theological students, since their duties include services to the institutions which employ them and a concern for the selection, training, and certifying of institutional chaplains. The AATS conceives its role in relation to clinical pastoral education to be that of fostering a continuing dialogue, among all concerned, on the key issues in CPE, its own function being mainly diagnostic and consultative. At the same time, the AATS expresses its willingness to seek ways of implementing whatever policies are agreed upon as the result of continuing consultation insofar as these are related to the concerns of theological education. It is not the concern of this report to deal with matters associated with the training and certification of institutional chaplains for such matters do not fall within our jurisdiction; they belong to the chaplains, their associations, and the certifying bodies which they have formed. Our attention is directed more specifically

to the problem with which the seminaries are engaged, namely, the problem of the clinical pastoral education of theological students who are in training for the ministry of the church.

Consequently, when the term "chaplain supervisor" is used in this report, it is to be understood as referring only to those chaplain supervisors who offer training which is to be received for academic credit by a theological seminary. The recommendations of this report are those which are thought to be appropriate for use by seminary faculties who offer, or contemplate offering, academic credit for clinical training taken in outside institutions under chaplain supervisors associated with such institutions. The recommendations deal with the administrative relations between seminaries and training centers, the criteria governing the awarding of academic credit, and the characteristics or qualifications of chaplain supervisors as herein defined.

I. Suggested Criteria Governing Administrative Relations.

For the guidance of those seminaries contemplating affiliation with outside training centers, the Committee recommends:

A. That the seminaries select and approve those centers which are accredited by one of the established accrediting associations and which provide training consistent with the purpose of the affiliating seminary.

B. That the seminaries select and approve for teaching associates those certified chaplain supervisors who can be given status as part-time members of the instructional staff of the seminary.

C. That the seminaries maintain adequate communication and liaison with CPE centers on the matter of program, and that an appropriate officer, department, or committee in the seminary be assigned this responsibility.

D. That the seminaries accept responsibility for financial support of their CPE programs to the degree which is commensurate with the relationships described above.

II. *Suggested Criteria Governing the Awarding of Academic Credit.*

The Committee recommends:

A. That, where academic credit is given for CPE, a course syllabus or prospectus be submitted by the supervising chaplain and approved by the seminary faculty (or its appropriate committee or officer) before credit is awarded, and that a course for which credit is given be described in the seminary's catalog.

B. That seminaries identify what they expect their students to achieve as the result of completing a course of CPE, and that they include the following as essential objectives to be identified:

1. A clear focus on the identity of the student as a pastor responsibly related to the Christian community.

2. An understanding of the theoretical bases of clinical pastoral practice in both theology and the behavioral sciences.

3. Progress of the student in self-understanding and in competence in interpersonal relations.

4. An adequate integration of numbers two and three.

III. *Suggested Criteria Governing Selection of Chaplain Supervisors.*

A. Supervisors offering courses for seminary credit shall be ordained ministers working with the approval and endorsement of their denominations. It is expected that they shall be committed to a full partnership in the whole ministry of the church and that their training of seminaries shall be oriented toward preparing them to enter into the collegiality of the ministry.

B. Supervisors offering courses for seminary credit shall each have had a satisfactory period of pastoral experience as minister of a local congregation, and shall show an understanding of and commitment to the responsibilities of the pastoral office.

C. Supervisors offering courses for seminary credit shall be certified as chaplain supervisors by one of the four certi-

fying and accrediting associations now operating in the field.

D. Supervisors offering courses for seminary credit shall be persons who manifest a continuing growth in academic studies associated with the pastoral ministry; this may be shown by the earning of advanced degrees in theological studies.

E. Supervisors offering courses for seminary credit shall be persons who accept the role of theological educators with a capacity for integrating their clinical work with theological positions. They are therapeutic teachers rather than psychotherapists. They should accept the responsibility of coordinating their clinical work with the academic curriculum of the seminary on such matters as content, schedules, reports to the seminary on students, and the grading of students' activities. They file with the appropriate member of the seminary's curriculum committee a syllabus of the clinical courses offered.

WAYNE K. CLYMER
LOWELL G. COLSTON
EARL H. FURGESON, *Chairman*
GERALD JOHNSON
SAMUEL SOUTHARD

REPORT ON AMERICAN ASSOCIATION OF PASTORAL COUNSELORS

A. The American Association of Pastoral Counselors is a new national organization of clergymen who are ordained seminary graduates certified to have completed special training for the specialized ministry of pastoral counseling. The constitution of the organization, adopted in April 1965, states that the purposes of the Association are to set standards for the training and practice of pastoral counseling and the sound operation of church-related counseling programs, to certify ordained clergymen engaged in the specialized ministries of counseling, to accredit centers of counseling, to provide fellowship, interfaith cooperation, inter-professional sharing, and research by and among workers in this field.

B. The primary motive for the formation of the Association, aside from the motive of fellowship and sharing, was the protection of the specialized ministry of pastoral counseling from the intrusion of those poorly prepared or unrelated to the church and to maintain a high level of preparation and performance through the definition and enforcement of standards. The desire to protect the church's ministry at this point is both commendable and praiseworthy.

C. An ever-increasing number of pastoral counseling centers have developed in communities and in local parishes under the direct support and supervision of local churches or councils of churches as an inevitable part of the church's response to the growing need for specialized forms of pastoral care in an age of anxiety; and, insofar as these centers are responsibly related to the life of the church and adequately staffed by competent personnel, their development should be approved and encouraged by the church and taken into account by the seminaries, whose responsibility it is to train personnel for the ministries of the church.

D. We note that a part of the purpose of the Association is the establishment of "Pastoral Counseling Training Centers" with "a curriculum of regularly organized courses" and "an interprofessional faculty of at least three persons" for the training of ministers and (presumably) theological students in pastoral counseling (*Manual of the Association*, 1965-66, p. 21). Since the training of ministers is a task usually assigned to the seminaries, the question of the relation of the seminaries to the training activities of the Association inevitably arises.

E. The basic question, which both the Association and the seminaries will have to answer, is the question of why this essential and inescapable part of the training of the minister should be structured outside the seminaries or graduate schools of religion where established faculties and curricula already exist and operate under carefully chartered controls.

F. In the absence of any decisive answer to this question, and without imputing blame either to the seminaries for the existence of this pedagogical vacuum or to the Associa-

tion for its well-intentioned response to the vacuum, we offer for the consideration of all, the following advice:

1. Any center in which any portion of the clinical pastoral education of the theological student is to take place should be a center which is organized and operating on the basis of the principles proposed in the report of the AATS Committee on CPE.

2. Seminaries are advised that they cannot avoid the responsibility of selecting, approving, and maintaining communication with those centers which share in the education of seminarians without placing in jeopardy their own commission to train ministers for the church.

REPORT OF THE COMMISSION ON CHRISTIAN EDUCATION

"All the world's a stage and we are desperately under-rehearsed" (James Powers). Believing this, your Commission on Christian Education during its first biennium settled down to serious and meaningful discussions of ways to improve professional training of Christian educators and of preparing ministers in general to fulfill their educational responsibilities.

The Commission met in February 15, 1965, and again on February 14, 1966. These sessions were held in Louisville, Kentucky, just prior to the annual meetings of the Division of Christian Education of the National Council of Churches.

The Commission studied the heritage left it by the two decades of history of the American Association of Schools of Religious Education and also heard a report from Dr. Jesse H. Ziegler of the purposes and structure of the American Association of Theological Schools in which the Commission is serving. Following full discussion ten major purposes of the Commission were stated:

1. To further communication among graduate schools giving professional training in the field of religious education.

2. To give constant review to the AATS standards and notations insofar as they affect the preparation of workers in the field of Christian education.

3. To offer counsel to member institutions as they develop or modify programs of Christian education.

4. To encourage research in the field of professional training for the educational ministry.

5. To study varieties of M.R.E. and M.A. programs of Christian education for adequacy, creativity, trends, etc.

6. To foster the idea that Christian education degree programs, while professionally specialized, require theological integrity, and are thus to be regarded not as the exclusive responsibility of a Christian education faculty, but as a shared responsibility of the whole theological faculty.

7. To study supply and demand for seminary teachers of Christian education.

8. While the Commission on Christian Education disclaims any right or responsibility to advise churches as to the educational qualifications of persons to be employed for professional service in Christian education, we do express our readiness to propose persons to counsel with undergraduate schools regarding their professional education in Christian education.

9. This Commission is concerned about the undergraduate preparation of persons going on to graduate study for professional service in Christian education.

10. To emphasize the responsibility for training ministers who are able and concerned to prepare the laity for their life in the church and their service in the world.

With these purposes clearly formulated a number of issues were considered in some depth. We recommended to the Commission studying degree nomenclature that the M.R.E. as the first professional degree for religious educators be preferred over the M.A.

The accreditation standards and notations insofar as they apply to professional training in Christian education were examined and counsel was given to the AATS staff. The Commission was clear in not wanting to encourage undergraduate programs of professional training for workers in Christian education but did want to offer counsel or service when asked by undergraduate institutions in

order to keep the channels of communication open and to give some guidance in the field of pre-seminary education.

The Commission is now giving study to the possibility of taking the responsibility for the annual preparation of an annotated bibliography in Christian education to continue the splendid work carried on over the last couple of years by Dr. D. Campbell Wyckoff at Princeton Theological Seminary. We also have made recommendations to the AATS staff regarding the improvement of statistical reporting on numbers of students and classifications of programs in the field of Christian education.

The Commission expresses in this first biennial report its deep thanks to Dr. Charles L. Taylor and Dr. Jesse H. Ziegler for their detailed and constructive assistance in the work and gratitude to the many presidents, deans, and professors of member schools for significant cooperation and help.

C. Adrian Heaton, *Chairman*

REPORT OF JOINT COMMITTEE ON STUDENT FINANCIAL AID, AATS-NCC

Members of the Association will recall that the Winter 1965 issue of *Theological Education* carried under the rubric "For Faculty Discussion" the Principles of Student Financial aid. (See p. 54). These principles had been discussed in a widely representative consultation, held in November 1963, on Student Financial Aid and the Purposes of Theological Education.

Since the appearance of the Principles in the journal, twelve seminaries have responded, indicating their approval by the faculty and staff. Of these, two seminaries expressed some reservations, related to the following principles:

Principle 1, regarding basing student assistance on demonstrated need. One seminary pointed out that this principle cannot be sustained if certain seminaries and sponsored fellowship programs do not follow it, else those which do observe the principle of demonstrated need will be placed at an unfair disadvantage in the recruiting of students. (Note that the offer of financial aid as a "bribe"

is also regarded as injurious in "Guidelines to Recruitment.")

Principle 5, regarding parental support of a married student who has established a home of his own.

Principle 7, regarding the statement that married couples who receive financial aid should postpone having children until the completion of schooling. The seminary commenting on this Principle felt agreement was possible if it were applied as a counsel to married students and not as a basis for penalizing them if they should have children.

Principle 8, regarding the support by local congregations of individual students, fearing this might undermine the support of theological seminaries themselves and hence the enterprise of theological education.

Our Committee on Student Financial Aid feels these comments have accurately pinpointed the most difficult features of the Principles. Our feeling is that, with the exception of Principle 1, the reservations are ones which a seminary might well choose to make in its administration of its own program, without invalidating the principle for those who believe they can observe it. Furthermore, the *ad hominem* judgment of the financial aid officer is an essential factor in the operation of any program of student aid. The aid officer's use of any principle should always be subject to his judgment of the best interest of the student in any given situation.

Principles 1 and 2, however, in the judgment of the Committee, should be held inviolate lest the entire system be eroded. These relate to the fact that assistance should be given to students who demonstrate financial need, and that the total amount offered a student should not exceed the amount of his need. Here we are continuing our endeavor to interpret the significance of these Principles to those concerned with financial aid for theological students, and to gain increasing acceptance of them.

Robert Broadwell

Aute Carr

William Imler

Robert Martin

Ralph Peterson

Wilmina Rowland, *Chairman*

Mildred Winston

REPORT OF JOINT COMMITTEE ON RECRUITING AATS-NCC

GUIDELINES FOR ENLISTMENT OF COLLEGE STUDENTS FOR THE MINISTRY OF THE CHURCH

Prospective candidates for the ministry are to be found in local churches, high schools, and armed services, the Peace Corps, and among those already in business and other professions as well as in the colleges. The church, which is responsible for enlisting her own ministry, needs fresh and effective means of presenting the ministry as a live alternative to all possible candidates wherever they may be found.

These guidelines, however, concentrate on the enlistment of college students for later study in seminary. While the central focus is upon preparation for the ordained ministry, it is recognized that many seminaries now provide academic programs leading toward specialized ministries, and study opportunities for laymen who wish to engage in serious theological inquiry.

I.

Long-range program to interpret the ministry and theological education to colleges and universities.

- A. Public and private colleges and universities as well as church-related ones should be included.
- B. Faculty and staff members should be found in each institution to advise as to best procedures there, and to cooperate in a continuing undertaking to reach qualified students.
- C. Conferences for university and college faculty and staff members should be held at seminaries to acquaint them with new directions, emphases, and programs of the ministry and theological education, and to consult concerning desirable pre-seminary curricula.
- D. Seminaries should plan corporate approaches that may achieve results that cannot be gained by their separate efforts.

1. A national program of enlistment in selected universities and colleges should be instituted, perhaps for an initial experimental period of three years.
2. Regional programs by seminaries and denominational staffs should be launched to reach every college in the area.
3. Common interpretive materials representing all schools and denominations should be produced for effective presentation of theological education and the ministry—such as a hardback book for faculty and staff advisors setting forth the ministry as vocation, an outline of recommended pre-seminary curricula, etc. Also, materials for parents, for pastors, for armed forces chaplains, and for students themselves.

II.

Enlistment by the seminaries

- A. Seminaries should enlist for their respective institutions in ways that will not prejudice the basic common concern of effectively presenting the ministry as vocation to a broad range of students. To this end seminaries should:
 1. Avoid competitive enlistment visits that oversaturate the campuses and tend to make seminary representatives unwanted guests.
 2. Avoid practices that encourage bargaining attitudes in college students, such as making counter-offers of increased scholarship grants and remunerative work. Also, the practice of giving extravagant luncheons and dinners for prospective students is discouraged.
 3. Encourage the colleges to invite seminary representatives to engage in services within their competence, such as preaching in chapel, lecturing to classes or to convocations, consulting with faculty members concerning courses of study, and addressing special groups.
 4. Effect a common understanding as to the ethics of paying travel and entertainment expenses for visits to seminaries by prospective students.

(Perhaps a limit should be local entertainment for a maximum of two days with prospective students paying their own travel expense.)

5. Follow the Principles of Student Financial Aid.
(See p. 53)
- B. Persons responsible for enlistment should work not only with chaplains, denominational representatives, and members of religion departments, but also with other members of the faculty and administration, being sure to include librarians.
- C. Enlistment should be aimed at the natural leaders ("cultural determinants") of the student society.
- D. Each seminary representative should first of all interpret the ministry and theological education.
- E. Seminary representatives should discuss with both faculty and students in an objective fashion the "seminary selection factors" such as quality of faculty, student body, curriculum, library, and nature of the seminary community so that the students may make their own comparative evaluations.
- F. Financial considerations are important to students, and mention of them cannot be avoided even in an initial enlistment discussion. However, since a student is likely to be in about the same financial situation after a year at one seminary as at another, the prospective student should be urged to lay aside financial concern as the primary consideration, and to follow these procedures:
 1. Gain adequate information about several seminaries.
 2. Select the seminary or seminaries that he would most like to attend, and apply.
 3. Upon admission, request scholarship and remunerative work information, and reach an understanding with the seminary as to specific financial commitment to him. (It is especially noted that the Principles of Student Financial Aid state that "the

total amount of financial assistance offered a student should not exceed the amount of his needs," and that the student and his family are expected to contribute as much as possible to his seminary expenses. Therefore, the maximum financial assistance from a seminary, along with the student's own financial resources, should not exceed an agreed reasonable expenditure-budget.)

- 4 After receiving the commitment as to finances, and without further negotiation, notify the seminary that he will attend, and notify immediately any other schools to which he may have applied as to his decision.

Joseph D. Quillian, *Chairman*

REPORT ON A NATIONAL PROJECT FOR THE COOPERATIVE ENLISTMENT OF THE CHURCH'S MINISTRY

On May 4, 1966, a committee composed of denominational, seminary, mission board, higher education, and campus ministry representatives met in Washington, D.C., to shape and launch a cooperative program for enlistment of the church's ministry. This meeting was the culmination of nearly a decade of conversations and consultations looking toward a comprehensive, ecumenical approach to ministerial recruitment.

The context for the new cooperative project includes:

(1) A recognition of new factors relating to the process of vocational decision, including the growing tendency of young people to postpone such decision until the college years, an increasing percentage of students in community colleges and state universities, and the developing, influential role of college vocational guidance counselors.

(2) A conviction that a cooperative program of enlistment is required in order to interpret the church's ministry and theological education to the various structures within American institutions of higher education and present the church's ministry to all potentially qualified youth as a live career option.

The new cooperative effort will begin with a regional research project in the lower Great Lakes area designed to provide (1) a descriptive analysis of the recruitment situation in the region and (2) the shaping of a model regional cooperative recruitment project. The initial research phase will be of six to nine months duration.

It would be followed by a three-level enlistment thrust, which is described in the basic working paper of the Project as follows:

A. A selected number of higher education institutions within the region with special emphasis upon the large universities.

1. The regional project to be supervised by a Great Lakes Regional Committee, utilizing resources provided by the National Project Committee, both staff and finances.

2. Methodology:

- a. Secure the assent of each selected university/college to cooperate in the regional program;

- b. Assist each selected institution to form an appropriate committee for that campus to plan its program of enlistment for the ministry, making sure to touch the range of internal structures—faculty, administration, students, campus ministers, etc.

- c. Provide quality resources, personnel, and materials, so that each campus committee may adequately:

- (1) Interpret theological education and the church occupations to all segments of the campus community;

- (2) Counsel individual students regarding this career option;

- (3) Assist the efforts of key faculty and staff in such cooperative enlistment; and

- (4) Develop an effective referral system to the seminaries.

B. Another number of selective higher education institu-

tions within the region will be serviced by the regional committee, utilizing other forms of cooperative recruitment.

1. Encourage cooperative regional interpretation of theological education and the church occupations through a variety of ways.

2. Interpret to other regional professional groupings the cooperative enlistment program and the goals of theological education.

3. Assign individual seminaries to represent the remaining seminaries to particular higher education institutions within region, perhaps such assignments to be rotated on a two-year basis.

4. Coordinate, perhaps through a staggering of seminary visitation to the remaining bulk of the universities/colleges within the region.

C. Denominational forms of cooperative enlistment.

1. National and Regional Committees to encourage denominational cooperation with the Project.

2. Each denomination, in cooperation with its seminaries, to be encouraged to devise experiments in enlistment upon their own church-related campuses through

- a. Common interpretive materials and financial aid policies; and

- b. Scheduling of cooperative teams of seminary faculties for the intensive interpretation of theological education to campuses.

It is anticipated that the regional experiment would terminate at the end of 1967. This would be followed by an analysis of the project by the national and regional committees and a presentation of the findings to the denominations, theological schools, and other concerned groups. It would then be decided whether to concentrate the intensive recruitment within the experimental region for the remainder of the basic three-year period or to expand the enlistment effort to other areas.

The Project staff, working with representatives of denominations and theological schools, would prepare and

make available a variety of enlistment pieces and resources, including a hardcover book on counseling for the ministries of the church for distribution to and use by college and high school counselors, pastors, and teachers.

The National Committee for the Cooperative Enlistment Project has adopted a budget goal of \$80,000 annually for the three-year experimental period. It looks to the following sources for support:

A. Denominations

1. Tentative Commitments—\$19,000 per annum for three years.

2. Anticipated total denominational support: \$25,000 annually.

B. Seminaries—individually and/or through denominational councils/departments of theological education. Total seminary support needed: \$15,000 annually.

C. Balance of the funds, \$40,000 annually, to be sought from private sources.

Request for representation

At the recent meeting of the committee to plan the "National Project for the Cooperative Enlistment of the Church's Ministry" (May 4, 1966, Washington, D.C.) denominations, mission boards, higher education, and campus ministry were represented, but the only direct seminary representation came via the liaison representative from the AATS office. (Three seminary faculty members were present, but they came as denominational representatives.)

The committee believes it is essential that the seminaries be directly represented and requests that the AATS designate three persons from seminaries to membership on the committee. Funds of the project would be used to reimburse the seminary representatives for expenses involved.

It was suggested that one representative come from a Chicago area school, since the initial, experimental project will include Chicago, and that another be designated from an interdenominational school.

Aute Carr,
*AATS Representative to
National Project Committee*

Bulletin 28

1968

THE
AMERICAN ASSOCIATION
OF
THEOLOGICAL SCHOOLS
in the United States and Canada

534 Third National Building
Dayton, Ohio 45402

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INTRODUCTION

Identified primarily because of its responsibilities within the world of higher education but with warm and strategic ties to the church bodies of North America, the American Association of Theological Schools maintains its single focus "to promote the improvement of theological education."

The Association began in 1918 as a conference of theological schools meeting biennially. In 1938 it became an Association, adopted standards for judging quality, and established a list of accredited schools. In 1956 it was incorporated and secured a full-time staff to promote its concerns. It began in 1956 administration of a program of faculty fellowships for accredited schools, in 1965 for associate schools. In 1964 it began publication of the quarterly journal, *Theological Education*.

From its beginning the Association has been representative in membership and leadership of both the United States and Canada. Originally Protestant in character, since 1966 it has received into its membership the two major Eastern Orthodox seminaries and a growing number of Roman Catholic schools representing religious communities and diocesan authorities. Among the Protestant members a broad spectrum of doctrinal and ecclesiastical positions is to be found.

Legislative functions of the Association such as development of standards for membership and accreditation, setting of membership dues, changes in constitution or bylaws are conducted by the biennial meeting of the entire Association composed of one voting representative of each member school. Major decisions are usually preceded by hearings conducted on a regional basis. Administrative functions of the Association are carried forward by the Executive Committee of thirteen members and by various commissions and committees. Executive functions are carried by a full-time staff responsible to the Executive Committee and serving the member schools and the various commissions and committees.

Through its staff the Association seeks to serve the interests and needs of theological education, to consult with the representatives of churches, theological schools, or other educational agencies on matters looking toward a more meaningful strategy for theological education in North America.

The Association holds membership in the National Commission on Accrediting by which its responsibility is recognized for accrediting activities in the field of post-A.B. graduate professional theological education. It works co-operatively with regional accrediting associations, with other professional accrediting associations, with the National Catholic Education Association. It is an active member of the American Council on Education.

In the ecclesiastical world the Association maintains or seeks working relationships with various denominational boards and committees dealing with ministry and higher education, with similar committees of the National Council of Churches and the National Association of Evangelicals.

In the area represented by a combination of theological and higher education interests the Association has worked with, enjoys continuing affiliation with, or encourages joint meetings with organizations such as the American Academy of Religion, the American Theological Library Association, the American Association of Seminary Professors in the Practical Fields, the American Association of Seminary Staff Officers, the Association of Professors of Missions, the Association for Clinical Pastoral Education, the Consultation for Directors of Field Education and others.

The *Handbook* of the Association is meant to provide information about the Association, its activities, its requirements for membership, its members and its officers, its constitutional structures, its policy statements about the work of theological education.

Inquiries about membership in the Association, about accredited standing of particular schools, about policy statements in theological education may be addressed to the Association and will be cheerfully answered by the staff insofar as they are able to answer.

JESSE H. ZIEGLER
Executive Director

I. MEMBERSHIP: PROCEDURES, CRITERIA, SELF-STUDY

PROCEDURES RELATED TO MEMBERSHIP

I. Attaining Associate Membership

A. Conditions for associate membership

1. The school should have at least four properly qualified professors working full time at post-college theological education, the degree of this service to be calculated independently of the contribution of part-time members of the faculty.
2. The school should have an enrollment of at least twenty-five students.
3. The school must operate predominantly on a post-college level.
4. The school should be in good standing with respect to a recognized constituency of churches, and to neighboring theological schools.
5. The school should present evidence that it is carrying on a strong educational program and has sufficient stability and permanence to maintain it.
6. The school should have a sufficient degree of separateness and independence from any other institution with which it may be associated to identify its assets, its expenditures, and its functions as a theological school.

B. Steps to associate membership

1. The school should complete a minimum of one academic year in which the conditions for associate membership have obtained. A new school should have graduated one class which took its entire program in that school.
2. Request for admission to associate membership should be addressed to the Association's office.
3. A report should be completed, in the form of the biennial report used by the AATS, and forwarded to the Association's office.

(Both B2 and 3 should be in the AATS office by November 1 if associate membership is to be considered by the Executive Committee in its December meeting, by May 1 if in its June meeting.)

4. Following the study of the data from the report and any supplementary evidence, the Executive Committee may—

- a. Propose the school for associate membership. Election shall be by the Association.
- b. Deny the request for associate membership.

(When an application for associate membership has been denied, an interval of three years is required before another application will be considered.)

C. Maintenance of associate membership

1. The school must continue standards of education which satisfy conditions defined by the AATS.
2. The school must make annual report of enrollment and complete the biennial report in the odd-numbered years.
3. The school pays annual dues as prescribed in the bylaws.

II. *Attaining Accredited Membership*

A. Conditions for accredited membership Cf. pp. 9-20.

B. Steps to accredited membership

1. The school desiring accredited membership shall first become an associate member of the AATS.
2. The school shall report its status to the Commission on Accrediting, using the biennial report form and other supporting materials, when the school believes it has attained standards worthy of accreditation.
3. If the Commission's study of the school's report on its status seems to indicate that the school measures up to the standards for accrediting, the Commission may authorize the school to fill out the schedules.
4. If the information on the schedules indicates the school is ready for inspection, the Commission may then appoint a team of inspectors to inspect the school.
5. Following the inspection, on the basis of the schedules and the report of the inspectors, the Commission on Accrediting may—

a. Recommend that the school be placed on the accredited list, with or without notations. Election shall be by the Association.

b. Recommend that the school be granted provisional accreditation, with or without notations, for a period of two years. On reexamination the Commission may recommend accreditation, deny accreditation, or extend provisional accreditation for a period not to exceed two years. The maximum period for provisional accreditation is four years.

c. Deny the request for accreditation.

(When the application for accreditation of a school has been rejected, that school is not eligible to apply for inspection until five years from the date of rejection have elapsed.)

C. Maintenance of accredited membership

1. The school must maintain standards defined by the AATS.

2. The school must submit information on its operation in the biennial report in odd-numbered years. The information from these reports is used by the Commission on Accrediting in imposing notations, removing notations, initiating reinspection, or taking other steps necessary to the maintenance of the Association's standards. Report on autumn enrollment is filed each year.

3. The school pays annual dues as prescribed in the bylaws.

III. *Enforcement of Standards for Accredited Members*

A. Through the use of notations

1. Meaning: "The notations reflect principles laid down in the standards, and indicate how, in the judgment of the Commission on Accrediting, these principles are not being adequately translated into practice in the schools to which the notations are applied."

2. Use: Relevant notations are published following the name of an accredited member in lists published by the AATS.

B. Through reinspection

1. Occasion: Reinspection may take place as the result of—

a. Elapse of a ten-year period in the normal cycle of reevaluation and based on an institutional self-study.

b. An invitation from an accredited school.

c. A decision by the Commission on Accrediting on the basis of biennial reports or such other evidence as may lead the Commission to decide that such reinspection is advisable.

2. Result: Following reinspection, on the basis of the inspectors' report, the Commission on Accrediting may—

- a. Sustain the school's accreditation, with or without notations;
- b. Initiate a period of probation;
- c. Withdraw accreditation.

C. Through the use of probation

1. Probation is designed to meet a case of major inadequacy in a school, an inadequacy not sufficiently indicated by notations, but which in the judgment of the Commission on Accrediting may be remedied within a relatively short but specified period of time.

2. In each case the reasons for which probation is given are to be carefully stated to the school.

3. In each case the terms under which the probation may be removed are to be carefully stated to the school.

4. The time assigned to a school for the remedial action required for the removal of probation shall be not less than twelve nor more than twenty-four months. (The school itself, of course, may be able to fulfill these conditions in a shorter period.) Extension of probation is not permitted.

5. At the end of the probation period the Commission on Accrediting will either sustain or withdraw a school's accreditation. If the latter, the Commission may not restore accreditation until at least five years after the beginning of probation.

6. When probation is given a school, the action of the Commission on Accrediting will be announced in the usual way in bulletins and reports. The school will be kept in its usual place in the list of accredited schools, but following its name will appear a note,

"Probation (date) to (date) "

7. The Commission on Accrediting will make itself responsible for studying information duly submitted to it concerning a school given probation and normally will employ in the reinspection for purposes of comparison at least one of the original inspectors.

IV. Appeals: *The Board of Review*

A. Purpose: to hear appeals concerning actions of the Commission on Accrediting.

B. Possible action:

1. To uphold the decision of the Commission on Accrediting;
2. To remit the matter to the Commission for further consideration.

PROCEDURES FOR SELF-STUDY AND RESOURCES FOR COUNSELING

I. *Self-Study*

Self-evaluation may be undertaken by any school at any time. Its purpose may be not only to assure a school that it is meeting minimum standards, but to discover areas needing improvement at any point in theological education, and to learn how what is being done well might be done better. Such self-study derives always from a school's will to excellence although for accredited schools it will be done in preparation for the periodic reevaluation by the Commission on Accrediting.

Assistance for such self-study is to be found in the following:

1. *Theological Education* (published quarterly by the AATS since 1964)
2. *Education for Ministry* by Charles Feilding (published by AATS, 1966)
3. *Pre-Seminary Education* by Bridston & Culver (published by Augsburg, 1965)
4. "Self-Study Schedules in Preparation for Reevaluation" (AATS, 1966)
5. Three volumes of the Survey of Theological Education in the U.S. and Canada by Niebuhr, Williams, and Gustafson (published by Harper & Brothers, 1956 to 1957)
6. *Bulletin 28* of AATS
7. *Theological Education in the 1970's: combined reports of The Resources Planning Commission* (published by AATS, 1968)

II. *Counseling and Evaluation Resources Related to Self-Study*

After having made such a self-study, a school will often find it valuable to use one of several types of resources for counseling or evaluation available from the AATS.

1. For associate schools: Teams of one or two men arranged by the executive director. Such teams talk with administration, faculty, and students, and then give an independent analysis of the school's life and work. This analysis is made available to the school, but is never made a public document by the Association (although the school may do so if it wishes).

2. For accredited schools: On a normal ten-year cycle a reevaluation team to each school from the Commission on Accrediting to make an independent reevaluation as a follow-up of the institutional self-study. A report will be made to the chief administrative officer of the school and to the Commission on Accrediting.
3. For all schools: Such advice and encouragement as the office staff is able to give on its periodic visits to the schools.

Requests for counsel with respect to self-study in any of the forms listed above may be addressed to the office of the AATS.

STANDARDS FOR ACCREDITING

The American Association of Theological Schools is an association of schools and "groups of schools"¹ devoted to education for the Christian ministry. Since 1965 the Association has been responsible, in addition, for accreditation of schools of religious education not offering the basic theological degree but instead the two-year master's degree (M.R.E. or its equivalent). Its interest in accreditation grows out of its concern for the best possible preparation of men and women for effective ministries in the church. Accreditation is based upon academic criteria without reference to doctrinal position or ecclesiastical affiliation, and upon evidence that there are available and in operation the necessary facilities and standards to prepare students for the ministry. Where the institution seeking accreditation is made up of two or more schools it shall meet standards no lower than those for individual schools. In addition it shall demonstrate that in every way resources of faculty, library, and all learning facilities are fully as available as if they were claimed as resources of a single school. The Association believes that this evidence is most plainly to be found in the extent to which graduates actually maintain high standards of practice in the ministry. Such evidence in itself alone is, in the first place, difficult to secure, and, in the second place, difficult to interpret satisfactorily. The Association believes, however, that certain factors in the life and work of a particular school or cluster are with entire propriety to be regarded as making for or against effectiveness in preparing students for the ministry. It is these factors which are held under view in the plan for listing accredited schools or clusters.

The Association does not treat its standards as definite rules and specifications to be applied in an exact and mechanical fashion. It does not suppose that the status of a school or cluster can be satisfactorily determined by finding that it has met these standards one by one until all have been met. There is no desire to enforce these standards in arbitrary fashion; they are to be administered by the Commission on Accrediting by way of stimulus and encouragement.

1. *Standards of Admission*

An accredited theological school² or cluster should require of all North American applicants for admission to the school or cluster the degree of A.B. from a college which is accredited by one of the regional accrediting associations or its counterpart in Canada, or the equivalent of such a degree.

¹ Hereafter meant as groups related in some significant fashion, and named variously as "cluster," "union," "federation," etc.

² Institutions devoted to theological education go under many different names. In the United States, "theological seminary" is frequently used, as is the term "divinity school." In Canada the common term is "theological college," ordinarily designating a graduate school standing in some affiliate relation with a university. In these standards the term "theological school" is inclusive of all these.

This standard is intended to insure that the school or cluster operates at a predominantly postgraduate level. It does not apply to separate noncredit classes conducted for laymen or ministers in service who are not college graduates, provided that these are a minor part of the institution's program. It does, however, permit without notation the enrollment of nongraduate students in the regular school program up to a limit of 10% of the total enrollment in professional degree, diploma, certificate, and "short course" programs, but such nongraduate enrollment must not exceed 20% of the total.

Courses used for credit toward a first college degree should not be used for credit toward a degree in a theological school.

When a student applies for admission to the school or cluster, his transcript should be examined to discover whether his work has satisfied the minimum curricular requirements for admission. If it does not do so, the applicant should be regarded as deficient in preparation and the deficiency be made up as soon as possible. If the deficiencies could not be made up before the beginning of the second year of school work, admission should be deferred until the deficiency has been remedied.

If a student applies for admission from a nonaccredited college, either the applicant may be received on probation, or before admission the school or cluster should give a general examination to the applicant on the pre-theological curriculum. In the latter case, the applicant should be received only if the examination is satisfactorily passed.

A student transferring from one theological school or cluster to another should be required to present, in addition to the official transcript of his record, a letter of honorable dismissal and recommendation from the institution last attended.

2. Duration of the Course of Study

A theological school or cluster offers a course of study leading to the basic theological degree, the M.R.E., or their equivalents. These should be regarded as professional degrees, requiring high intellectual and professional attainment at a graduate level. For the basic professional theological degree a minimum of three years of two semesters each, or their equivalent, is required. The graduate professional degree in Christian education should require a minimum of two years of two semesters each or their equivalent.

A theological school or cluster should have no fewer than five days of academic work per week in an academic year comparable in length to that prevailing in accredited colleges and universities in its region.

An accredited school or cluster may, if it has adequate facilities, offer other degree programs, but it is undesirable for a school or cluster that is not an integral part of or affiliated with a university to grant the Ph.D. or the M.A. degree, except in the case of the M.A. degree in special fields when this degree program is designed to prepare students for specialized professional ministries in the church. It is legitimate for a school or cluster to offer a program leading to

the Ph.D. or the M.A. degree in cooperation with a university, the degree to be given by the university.

3. *Fields of Study and Balance of Curriculum*

The program for the basic theological degree should include adequate instruction properly distributed among the following four areas: biblical, historical, theological, and practical. Integration in understanding within these four fields is deemed essential. The student's growth is to be measured in the development of his knowledge of the Bible, church history, Christian thought, and the contemporary world; of his skills in thinking and responding theologically; and in maturing so that he will be able to minister and lead effectively. Likewise, the program for the degree in Christian education should include adequate instruction appropriate to the degree and flexibly distributed among these areas. The study of Scripture in the original languages is desirable in the program for the basic theological degree.

Educational field experience effectively related to instruction and under competent supervision should normally be required of all candidates for the basic theological degree and the degree in Christian education.

4. *Faculty*

An accredited theological school or cluster should provide adequate instruction in the fields of study indicated above and should include for a single school at least six and for a cluster at least ten full-time professors whose instruction shall be distributed over the four areas. Such professors, together with the administrative officer or officers, shall constitute a faculty with effective control over its curriculum and the granting of degrees, and with significant advisory relationship to the selection, promotion, and dismissal of members of the faculty. A weekly teaching load of more than twelve hours per instructor shall be considered as endangering educational efficiency. An average of not more than nine hours per week is desirable.

Where there is a degree program in Christian education there should be not fewer than two faculty members with special competence in the field of Christian education in order to provide adequate teaching and supervision of field work.

In addition to the necessary moral and religious qualifications, excellence in teaching and significant gifts in research and writing should characterize the members of a theological faculty. To maintain such a faculty it is imperative that adequate salaries be paid and opportunities for intellectual enrichment be provided through well-planned sabbatical leaves, attendance at professional meetings, occasional periods of absence for research and writing, and other arrangements that will enrich the faculty members' lives as teachers and productive scholars.

Within such limits as may be stated by the governing body of a theological school or cluster and attested by the faculty members when appointed, the member of a theological faculty should be free to seek

the truth and communicate his findings. The health of a theological community depends upon the freedom of its members to do their work (cf. AATS statement "Academic Freedom and Tenure in the Theological School." pp. 60-66).

5. Administration and Controls

The governing body of a theological school or cluster (Board of Trustees, Board of Regents, or Corporation, as the case may be) determines policy, elects the administrative officers and faculty, determines the long-range financial program, establishes the annual budget, sets salaries, and is legally responsible for the total operation and all the properties of the institution.

Sound educational principles require that the governing body approve academic policies on the basis of the recommendations of the chief administrative officer and the faculty, who thereby become responsible for the academic operations of the school or cluster, including its religious and academic objectives, its curriculum and degree programs, the administration and management of the library, its practices regarding the admission, discipline, and dismissal of students, and all other matters relating to the school's academic life and work.

6. Student Life and Work

Students must enter profoundly into the life of the school if they are to benefit significantly from its undertakings. While it is difficult to specify the full details of such involvement, the following guides are believed to be helpful:

- a. A student should be expected to show enthusiasm for serious, open academic inquiry.
- b. A student should be expected to be present and available for classes, seminars, discussion, special lectures and convocations, library research, worship, and social functions during the weekly schedule of the school. Such physical presence is essential for genuine participation in the institution's life and work. As part of the total educational program significant blocks of time may be arranged away from the classroom and campus setting.
- c. A significant majority of the student body should be in residence at the school during the school year. This is not to discourage experimental programs in which groups of students and faculty may be living together in another setting, such as an inner-city community.
- d. The structure of the parts of the academic week should allow for, and indeed require, active debate and interchange of ideas among the students as well as between the students and their faculty. Informal social gatherings also enable students to contribute significantly to the theological education of one another.
- e. Theological education takes place in various settings within the community as well as on the campus of the school. Such programs should be developed and supervised so that (a) the entire

time and energy of a student is taken into consideration; (b) where a student is engaged in remunerative work, he is enabled to reflect on the interrelationship between the academic program and his church responsibilities; and (c) to prevent the development of unsound professional practices which might go unchallenged in his academic program. Such church or community assignments, however, are often of great aid in the student's life and work. Work experience in business and industry can also contribute to the same end.

- f. Since the costs of professional education are beyond the means of a number of students, the scholarship or student aid program of the institution should be in line with the above objectives.
- g. The program of the school should seek to provide time for the student to reflect on his work, to correlate his studies, to integrate the more academic and the more professional dimensions of his work. Cultural and recreational elements of school life need also to be encouraged. Because men in an urbanized technological society live their lives in a variety of specialized segments, it is necessary for a man who would minister to people to become familiar with many of these areas.

7. Facilities and Finances

An accredited theological school or cluster should have such resources in land, buildings, equipment, and library as shall provide adequate facilities for carrying out the program of the institution. But buildings and equipment must always be interpreted as tools in an educational process in which the primary emphasis must be upon men and programs. These resources as well as endowments, trusts, library books and periodicals should be clearly identified as assets of the theological school.

It should have sufficient income from the church, endowment, gifts, tuition, and fees to maintain its program, including adequate support for faculty, staff, library, equipment, and scholarship aid.

8. General Tone and Quality

In accrediting a theological school or cluster, regard will be had for the quality of its instruction, the standing of its professors, the character of its administration, the efficiency of its offices of record, and its proved ability to prepare students for effective professional service or further scholarly pursuits.

While the above general statement deals with intangibles which are difficult to measure, there are criteria which can be used in discerning their presence, such as the following: a pervasive seriousness of purpose and a disciplined approach of a school or cluster to its task; a manifest enthusiasm for learning on the part of faculty and students in a deep mutuality of interest to discover Christian truth and to relate it to the needs of the contemporary world; an openness to the insights and findings of secular disciplines and movements as these offer illumination to the school in its work; a capacity to judge ac-

curately what it can do within the limitations of its resources without impairing the ability of its faculty to maintain high standards of scholarship and professional competence; an attitude of respect and cooperation in its faculty and students whereby a school will foster a cordial spirit toward its sister institutions and support their liberty in doing their work; a recognition by a school of the value of honest differences in enriching the Christian fellowship; and a steady resolve to maintain, against further fragmentation, the integrity of the Christian witness before the world.

9. Library Standards for the Basic Theological and Christian Education Programs

The library program of an accredited theological school or cluster should be thoroughly integrated with the educational objectives. The functions of the library should be clearly and concisely formulated. Means of communication between library staff, faculty, and administration should be provided. The following standards of policy and procedure should prevail as minimum for the library of an accredited school or cluster and as normative so far as possible for schools connected with a university.

PERSONNEL

The chief librarian should have full responsibility for the library program. He should possess the moral, religious, and academic qualifications expected of faculty members, and should exhibit competence in relating the library to the educational task of the institution. Professional training in library services and theological subject matter is essential for this responsibility.

The library should be staffed with qualified professional and non-professional assistants in a way commensurate with the current requirements and the long-range program of the library.

To secure and hold a competent library staff, it is important that adequate salaries be paid and encouragement for personal growth be provided through such means as well-planned leaves of absence for study and attendance at professional meetings.

There should be a library committee of the faculty acting in an advisory capacity.

ACQUISITION

Acquisition policy should be governed by the following considerations: (a) the theological curriculum, (b) the research and teaching needs of the faculty, (c) the need to understand contemporary culture nationally and internationally, (d) the need to understand persons, (e) the accessibility of materials in other libraries, (f) the possibility of cooperative acquisition policies with other libraries, and (g) the long-range development of the school with reference to degree programs and research interests.

The following budget in terms of 1968 dollars is minimal for the basic theological and Christian education programs: Total budget

\$21,000 per year, or \$105 per student and faculty member, whichever is more, exclusive of janitorial service and maintenance. Not less than \$8,600 should be spent for books and periodicals apart from binding.

10. *Conditions and Nomenclature for Advanced Degrees*

The Commission on Accrediting will consider the full range of an institution's program in determining its eligibility for accreditation. Schools or clusters having a small faculty, or a relatively small annual expenditure for library purchases, are not encouraged to offer a degree beyond the first professional degree. It will be regarded as a sign of weakness if an institution of low standing in these respects undertakes to confer degrees beyond the first degree.

The content of the course and the character of the requirements need not be uniform in all schools or clusters. The Association encourages variety in programs of advanced work, when properly safeguarded as to standards. But the Association does not encourage a multiplicity of variously-named advanced degrees, nor does it regard the mere accumulation of credits for separate courses as adequate ground for admission to advanced degrees.

The nomenclature of the degrees should be: B.D., M. Div., or M.R.E. as the first professional degree; S.T.M. or Th.M. as the second theological degree; Th.D. or S.T.D. as the earned doctor's degree in theology at a level more advanced than the S.T.M. or Th.M. A theological school or cluster which is an integral part of a university may offer work leading to the M.A. and the Ph.D. degrees. The D.D. should be reserved as an honorary degree and none of the other degrees above should be so used.

11. *The Master's Degree in Religion and Theological Studies*

There are various programs leading to S.T.M.'s, Th.M.'s, and, in the case of some universities, M.A.'s in theological studies. It does not seem feasible to establish distinctive meanings for the degrees, and in what follows all master's degrees which presuppose a basic theological degree are treated together. Some programs are considerably more demanding than what follows. The standards are suggested as minimal.

1. *Admission.* A candidate for an S.T.M. or Th.M. should have received the basic theological degree or its equivalent in the upper half of his class from an accredited theological school or cluster.

2. *Length of course.* The program should require one full year of academic residence or its equivalent.

3. *Level of study.* In the program, at least half of the courses of which should be designed for those having completed the basic degree, only a limited number of highly qualified students in the basic degree program should be admitted.

4. *Languages.* Before beginning his graduate work the candidate should give satisfactory evidence of his reading knowledge of at least one language other than English. It is strongly recommended that he

have an adequate command of one of the biblical languages and a modern language most useful in his studies.

5. *Thesis and comprehensive examination.* In partial fulfillment of requirements for the degree the candidate should write a thesis which demonstrates a capacity for constructive and integrative treatment of a given subject, and pass an oral examination covering the area of the thesis and related subjects and materials.

6. *Eligibility of school.* No school or cluster should engage in an advanced degree program without teaching staff, library, and other resources greater than those needed for the basic theological degree. Where two or more schools pool their resources in a cluster to give the master's degree work all resources for scholarly study and learning should be as available as if the program of studies were offered by a single school.

7. *Number of students necessary.* The effective conduct of an advanced degree program presupposes a number of students sufficient to provide mutual criticism and stimulus in a community of scholars.

12. *The Research-oriented or Academic Doctorate in Religion and Theological Studies*

INTRODUCTION

The doctoral degree is the highest academic degree conferred in our society. In theology as in other areas it should represent the recognition of only very high intellectual achievement and capability. The purpose of a doctoral program in theology should be to fit men for scholarship on a par with strict standards in other branches of learning. It is highly desirable, therefore, that a school or cluster that gives a doctoral degree in theology should have an active working relationship with a university where its standards will be subject to objective scrutiny by representatives of other graduate departments, and where it will have other resources at its disposal which will stimulate and maintain first rate scholarship.

THE CHARACTER OF THE PROGRAM

(a) Its purpose. The instruction should be of such a type as to develop the capacity for independent inquiry and criticism. A balance should be maintained between the mastery of a special field and a comprehension of the interrelations of the several theological disciplines.

(b) Its method. Attendance upon lectures and participation in group discussions are insufficient. The doctoral program is not merely a prolongation of the studies that lead to a basic theological degree, but is of a different character. The difference lies in an emphasis on training in independent work and in the use of linguistic and other tools of original scholarship under the critical stimulus of the seminar method. For this reason, courses designed for doctoral students should not admit candidates for the first degree to a greater proportion than one-third, and these only as specially qualified.

(c) Number of participants. For an effective graduate program, there should be a sufficient number of students enrolled to form an active community of scholars. Hence the disciplines of this program normally cannot be well maintained if the number of candidates falls below five in residence whose studies are in the same general area, viz., biblical, theological, historical, and pastoral.

THE DURATION OF TRAINING

The doctoral program should demand at a minimum two years of full-time intramural study after the basic theological degree. For those who have not taken the basic degree, this two-year period should begin only after at least two other years, in which the candidate qualifies in biblical, theological, and historical subjects such as are ordinarily included in the standard basic theological program.

The candidate should be required to complete his work for his doctorate, including his dissertation, within seven years from the time of his admission as a fully qualified graduate student, but in not less than four from the receipt of his A.B.

STANDARDS OF ADMISSION

A candidate for a doctor's degree should have received an A.B. degree or its equivalent and a first theological degree from an accredited theological school, or, if not a graduate of such a theological school, should be required to pass a qualifying examination after two years of study in biblical, theological, and historical subjects as mentioned above. He should have demonstrated a high degree of achievement and an aptitude for graduate studies.

In part this may be determined by an objective test such as the Graduate Record Examination or the Miller Analogies Test.

Only those should be admitted who show promise of becoming effective theological scholars.

He should pass an examination to test his reading knowledge of German and French, one of these at the beginning of the first year of graduate work and the other by the end of the first year, except that one other modern language may be substituted for French when relevant to his subject. Unless he has completed the language requirement by the end of the first year, he should not be allowed to register for further graduate courses until he has done so. He should have command of the ancient languages necessary for his subject early enough for these to be utilized in his course of training.

STANDARDS OF EXAMINATION

In addition to the examination before admission to candidacy mentioned above, the candidate should submit to further examinations after two years or more of graduate study prior to being allowed to write a dissertation; these should be designed to test his qualifications to undertake a dissertation and to indicate not only his control of material in his special field but also his ability to integrate this knowledge with related fields.

Written and oral examinations should be required, designed to measure breadth and accuracy of knowledge, capacity to make judgments, power to sustain criticism and participate significantly in discussion, and grasp of the relevance and implications of ideas and divergent theories.

THE DISSERTATION

The dissertation should be a contribution to theological knowledge or understanding. It should deal with a significant topic so defined as to permit adequate treatment within one year of full-time research. It should demonstrate the candidate's grasp of the relevant literature in the several languages, and show his capacity to think independently, to organize concepts and materials, and to present findings in correct and literate form. It should also give evidence of his awareness of related ideas and remaining unsolved problems.

The dissertation should be approved by at least two and preferably three readers. The practice of having an outside reader is commended, and in a school which has less than three professors in a field, a reader from another school should be called upon.

THE QUALITY OF THE FACULTY

It can scarcely be too strongly emphasized that the success of a doctoral program depends chiefly on the quality of the faculty which administers it.

This faculty should consist of men of recognized and continuing scholarly activity, as evidenced by the publication of substantial scholarly work (books or major articles) beyond the doctoral dissertation. Continuing scholarly activity is possible only if the burden of teaching and administrative work is not too heavy and periodic leaves for research are provided. It is desirable that faculty members should have received instruction in schools with varying methods and points of view.

The fields in which doctors' degrees are offered should be only those in which at least two faculty members so qualified participate in the instruction and supervision of doctoral students. This may be arranged through the cooperation of neighboring institutions.

At least one-third of the total time of the qualified faculty members designated to instruct and supervise doctoral students should be available for doctoral instruction. A professor should not be required to supervise at one time more than five students engaged in active preparation of a dissertation.

LIBRARY

Doctoral study should be offered only where an adequate library or a carefully planned combination of libraries is available in the immediate vicinity to faculty and students. A library adequate for the basic theological degree may not be adequate for a doctoral program and a library adequate for instruction in certain fields may not be so for others.

It is recommended that an institution offering doctoral study in the fields of Old and New Testaments, church history, and doctrinal theology, have available for use by its faculty and students library resources representing expenditures of not less than \$75,000 for books and periodicals in these subject areas in the five-year period prior to its offering of doctoral work, and an annual book and periodical budget of not less than \$15,000 a year. Variations in the areas for which doctoral work may be offered would require commensurate variations in the book and periodical expenditure.

13. *Graduate Studies in Church Music*

INTRODUCTION

The purpose of graduate studies in church music should be to fit men for scholarship on a par with strict standards in other branches of learning. The conferring of such degrees should represent not only a high degree of competence in the actual performing of music, but solid achievement in the area of scholarly research and creative activity.

PURPOSE OF THE PROGRAMS

Graduate programs in sacred music should be designed to create true and creative leaders in all phases of the musical activities of the church. They should be flexible in design, always aiming at the development of the particular strengths and aptitudes of the individual candidate.

CHARACTER OF THE PROGRAMS

The particular emphasis in such programs should be the musical development within the candidate of the ability to grow and mature as an individual practitioner of his art, such art being illuminated and strengthened by informed scholarship. While certain portions of the envisioned objectives will be accomplished in course work, as normally understood, far greater stress should be placed upon independent work, development of the techniques of critical scholarship, and the interplay of ideas in strong seminar experiences.

Underlying all this should be the continuing concern for the relationship of the churches' worship and ministry, both in historical development and in the challenges presented by the ecumenical and social problems evolving in our time.

MASTER'S DEGREE STANDARDS

1. *Admission.* A student applying for admission to a M.S.M. or M.C.M. program must (a) be a graduate of a NASM-approved degree program, or (b) meet the standards of the bachelor of music degree in church music as prescribed by NASM*, or (c) take instruction (without graduate credit) until the competency of (a) or (b) is met.

* National Association of Schools of Music.

Member institutions will require qualifying and/or placement exams of all graduate applicants. If deficiencies are indicated, remedial work may be required without graduate credit.

Minimum requirements for the master's degree in church music shall be the basic requirements of the M.M. degree in church music as approved by NASM plus such additional requirements as may be determined by AATS.

2. *Duration.* The master's in church music given within a theological seminary shall require a minimum period of study of two years of two semesters each or their equivalent.

STANDARDS FOR THE DOCTORATE

1. *Admission.* A student applying for admission for a D.S.M., D.C.M., or equivalent degree program must (a) be a graduate of an NASM-AATS approved master's degree program, or (b) meet the standards of the M.S.M. or M.C.M. degree in church music as prescribed by NASM-AATS, or (c) complete these requirements in the course of his study for the doctorate if he has not met them in his prerequisites.

2. *Duration.* A student must spend at least two years in preparation for the degree, during one of which he must be in residence at the institution conferring the degree and devote himself fully to the required studies.

THE DOCTOR'S DEGREE IN MINISTRY *

I. INTRODUCTION

The professional doctor's degree in ministry represents the recognition of professional competence characterized by a high degree of intellectual achievement in the professional area. Although the requirements for this degree differ in appropriate respects from those of the well established research degrees, the quality of achievement to be sought, examined, and demonstrated is at the same intellectual level.

II. CRITERIA GOVERNING THE PROGRAM

1. The level of achievement to be appraised in the professional doctorate shall include equally the student's basic knowledge, his professional competence, and his capacity to integrate the two for both practical and theoretical purposes.

2. The focus of the student's work for the professional doctorate shall be within the area of functions and practice, and shall neither be so narrow as to confine itself to some one office of the ministry nor so broad as to profess expertness about everything done in ministry.

3. The level of achievement shall be appraised in terms of the student's ability to examine this functional focus and to relate it to the classical theological disciplines where they are relevant, with a defensible and integrated point of view about their implications for his special concern.

4. The level of achievement shall be appraised in terms of the student's ability to relate this functional focus to the secular disciplines that are at least partially cognate with it, with sufficient knowledge of these disciplines to make possible a defensible and integrated point of view about the sense in which their findings and methods are relevant to this focus.

5. The level of achievement to be appraised shall include the student's ability in effective practice of ministry, especially within those areas that involve this functional focus.

6. These standards for a doctorate in ministry are set forth independently of whether a doctoral program is a first professional degree or a later professional degree. Any particular student may, however, be classed as engaged in studies at the doctoral level only after he has evidenced mastery of the content ordinarily included in the B.D. or M. Div. programs.

7. The program of studies leading to the professional doctorate shall require no fewer than four full-time years beyond the A.B. or its equivalent.

* At the biennial meeting of the Association on June 11, 1968
VOTED:

The provisional standards which follow shall be understood to apply to single schools and to groups of schools offering a professional doctorate program to encourage continuing experimentation and to be applied in a counseling manner rather than in an accrediting manner for the next biennium.

III. QUALIFICATIONS AND PROCEDURES FOR ADMISSION

A. Qualifications for Admission

To be classified as a student in the professional doctoral program, the student must meet no less than the following qualifications:

1. He shall have met the AATS standards for pre-seminary education.
2. He shall demonstrate his ability to make effective use of such languages as are essential to the fulfillment of his doctoral study.
3. His previous academic work, in both arts and theology, shall demonstrate a high level of achievement. He shall ordinarily be found in the top quarter of his class in previous higher education.
4. The student shall take and pass an admission or qualifying examination.

B. Procedures for Admission

If a student has been admitted to study by a school, but does not yet meet these qualifications, he shall be classified under a preliminary degree program, or as a pre-doctoral student.

1. Admissions procedures shall include a careful appraisal by his school of the student's promise in ministry, including previous professional practice.

2. Prior to the student's admission for doctoral study (and in no case later than the end of the first semester of such study), the student shall take an admission or qualifying examination, administered by his school, and designed to evidence his mastery of the content ordinarily included in the B.D. or M. Div. program. (Cf. II. 6.) He shall be admitted to continuing doctoral study only if the number and kind of deficiencies, if any, demonstrated through the examination can clearly be made up during the program outlined.

IV. THE CHARACTER OF THE PROGRAM

1. The school offering a professional doctorate shall set forth clearly the functional areas from which a student may choose the special area of his doctoral studies.

2. The school shall insure that each student's studies are under the general direction or guidance of a *faculty member*, and that this teacher's schedule has officially included time for the guidance activities.

3. The school shall demonstrate that each student's activities of professional practice are under the guidance of a qualified *supervisor* (or *supervisors*), that adequate time is allotted in their schedules for such supervision, and that the supervisors have an appropriate official relationship to the faculty of the school.

4. The school shall demonstrate that the kind and variety of teaching and learning methods employed in the program are adequate for the goals of the program. Essential to work and reflection at the doctoral level, in addition to the traditional methods, are seminars and supervisory sessions limited to doctoral students.

5. At an appropriate point in a student's doctoral study, the school shall require him to pass general or comprehensive examinations or equivalent in which the following shall be tested: mastery of

the basic knowledge in the student's special area; capacity to relate material in the cognate secular disciplines to his area; and ability to relate his theological and secular knowledge to professional practice.

6. The school shall require of the student either a dissertation or a major project report. In either event, the focus shall be functional, with relevant material included from the theological and secular disciplines. Dissertation or project reports shall be prepared for library deposit.

7. After a student has achieved doctoral level classification (Cf. II, 6 and III, 4) his program shall include not less than one full-time year of intramural study and not less than one full-time year under professional supervision, or two years combining these, or the equivalent of this requirement.

V. ENABLING RESOURCES

1. Any school offering the professional doctoral program shall demonstrate that (a) not less than the equivalent of one third of the time of one faculty member is made available for each five students in the program, (b) that the total number of faculty members actively participating in the program is not less than twelve, and (c) that the minimum student enrollment in the program is ten.

2. Any school offering the professional doctoral program must demonstrate to the AATS that sufficient faculty, library, and physical resources are involved to maintain that doctoral program.

3. A school shall offer a professional doctoral program only if it has appropriate cooperation of one or more nearby universities, including their libraries and other facilities.

4. A school or schools offering a professional doctoral program shall have access to settings where the students have appropriate experiences of ministries under supervision.

5. Where a group of schools cooperate to offer a professional doctoral program, this program shall meet all the standards described above, and in addition demonstrate that this program is so organized as to operate under a unified faculty in relation to students for this degree, including conquest of geographical distance, and the establishment of a community of scholars among the doctoral students.

VI. ACCREDITATION MATERIALS

In preparation for an inspection visit by the appropriate AATS group, each school or group of schools offering the professional doctorate shall have available the following information:

1. List of students officially classified in the professional doctoral program, and relevant materials concerning their appraisal at the point of admission. These materials shall include the standard academic background materials, the appraisal of potential in ministry and of previous ministerial practice, and the diagnostic examination with its results;

2. Data demonstrating the official assignment of faculty adviser and supervisor (or supervisors), and report of the actual processes of

guidance and supervision. At least sample materials shall be available on paper or tape, showing both the work of the student and the supervisory effort of adviser and supervisor;

3. Sample copies of comprehensive examinations or their equivalent;

4. Copies of dissertations or project reports;

5. Materials demonstrating that the faculty and library and other resources are adequate to sustain the program.

NOTATIONS FOR ASSOCIATE SCHOOLS

Associate membership is currently open only to those schools which meet the conditions found in "Procedures Related to Membership," Section IA. Some schools no longer meet all these conditions while others are far above these minimum conditions and are in movement toward accredited membership.

In 1968 the Association decided that it was important to begin the use of notations to indicate the very wide differences that exist within the category of associate membership.

The system of notations which follows will be used by the Commission on Accrediting to indicate deviation from these conditions for associate membership.

N1 Pertaining to Faculty

N1.1 The school currently has fewer than four full-time faculty giving their time at the post-collegiate level.

N1.2 The academic qualifications of the faculty are not judged adequate for a graduate professional program.

N2 Pertaining to Enrollment

N2.1 The school has fewer than twenty-five students required for minimum size of student body.

N3 Pertaining to Level of Work

N3.1 More than 20% of the total enrollment are not college graduates.

N3.2 More than 35% of the total enrollment are not college graduates.

N3.3 More than 50% of the total enrollment are not college graduates.

N4 Pertaining to Ecclesiastical and Educational Acceptance

N4.1 The school has no significant discernible relationship to any organized constituency of churches.

N4.2 The school is not favorably known by its neighboring theological schools.

N5 Pertaining to Quality and Stability

N5.1 The school has insufficient curricular offerings.

N5.2 The school has library holdings and expenditures which are too small for an adequate educational program.

N5.3 The school has inadequate sources of support to guarantee stability.

N5.4 The school shows marked signs of impermanence and instability.

N6 Pertaining to Identity

N6.1 The school cannot satisfactorily identify its own assets vis-a-vis those of the larger institution to which it is related.

N6.2 The school does not have a separate budget or record of expenses.

N6.3 The curriculum is insufficiently separate from that of another institution.

NOTATIONS FOR ACCREDITED SCHOOLS

1. The Use of Notations

From the beginning of the American Association of Theological Schools in 1936, notations have been a useful means by which the accredited schools are reminded of various points at which their practices deviate from the norms established by the Association. Frequently they have been welcomed as a lever for use by the faculty or administration. They are not to be thought of as punitive, but as an educational tool, which may be a valuable aid to trustees, governing boards, and others. Properly used, they encourage rather than discourage. They do not prevent proper experimentation, nor demand conformity to an artificial rule.

2. Relation to Standards

The notations reflect principles laid down in the standards, and indicate how, in the judgment of the Commission on Accrediting, these principles are not being adequately translated into practice in the schools to which the notations are applied.

N1 Pertaining to Standards of Admissions

N1.1 The enrollment of noncollege graduates in this school exceeds 10% of the total enrollment in professional degree, diploma, certificate, and "short course" programs.

N1.2 More than 15% of the students in this school are from colleges unaccredited by the regional accrediting agency.

N1.3 In this school, a degree in theology is offered for which graduation from college is not a prerequisite.

N1.4 In this school, a master's degree in education and/or music is offered for which graduation from college is not a prerequisite.

N1.5 This school maintains other programs for degrees and regular academic credit available to persons without college degrees. (This notation is not intended to

discourage carefully designed programs of theological study for the laity.)

N1.6 This school is not sufficiently attentive to the standards of admissions in its admissions practices.

N2 Pertaining to Duration of Course of Study

N2.1 In this school, a degree in theology is offered after less than three years of theological studies following graduation from college. (This does not apply to the M.R.E.)

N2.2 In this school, the graduate professional degree in Christian education may be completed in less than two years following graduation from college.

N2.3 In this school, the academic week is too short.

N2.4 In this school, the academic year is too short.

N3 Fields of Study and Balance of Curriculum

N3.1 In this school, the degree requirements reveal a lack of proper distribution among the several areas of study.

N3.2 In this school, field experience is not adequately related to instruction.

N3.3 In this school, field instruction is not under adequate supervision.

N3.4 In this school, biblical, theological, and historical studies make up less than one-half of the requirements for the degree program in Christian education.

N3.5 In this school, educational field experience is not a requirement for the basic theological degree or the degree in Christian education.

N4 Pertaining to Faculty

N4.1 This school has less than six full-time faculty members engaged in instruction.

N4.2 The faculty of this school is inadequate for the program of study.

N4.3 Faculty members of this school are unduly diverted from their essential task.

N4.4 In this school, the weekly teaching load is excessive.

N4.5 In this school, a degree program in Christian education is conducted with fewer than two faculty members possessing special competence in the field.

N4.6 In this school, the faculty is not provided with sufficient opportunity for intellectual enrichment.

N4.7 In this school, faculty salaries are inadequate.

N4.8 The health of this school is impaired by a lack of academic freedom of its members to do their work.

N5 Pertaining to Administration and Controls

N5.1 In this school, the trustees do not exercise sufficient control.

N5.2 In this school, the faculty does not exercise effective control over admissions, the curriculum, or other aspects of the academic life of the school.

N5.3 In this school, policies are unduly determined by others than the trustees or faculty.

N6 Pertaining to Student Life and Work

N6.1 In this school, courses are so arranged that a student may satisfy requirements without spending at least four days a week in intensive theological studies on the school campus.

N6.2 In this school, physical facilities for student life are inadequate for the promotion of a community of scholars.

N6.3 In this school, there is a serious diversion of student attention from academic to remunerative pursuits.

N7 Pertaining to Facilities and Finances

N7.1 In this school, the physical facilities are inadequate for carrying out its program.

N7.2 In this school, the educational budget is insufficient.

N7.3 In this school, the finances or other assets are not sufficiently independent of the college or university with which the school is connected.

N7.4 In this school, the finances or other assets are unduly controlled by agencies outside the school itself.

N8 Pertaining to General Tone and Quality

N8.1 In this school, the general tone is such that its capacity to provide significant theological education and ministerial training is impaired.

N9 Pertaining to Library

N9.1 In this school, the library, as to holdings, building, or staff is inadequate.

N9.2 In this school, the library is given inadequate financial support.

N9.3 In this school, the theological library is insufficiently distinguished from another library to assure adequate resources for theological studies.

N10 Pertaining to Degrees

Beyond the Basic Theological Degree

N10.1 The Ph.D. degree offered by this school is awarded by the school itself and not by a university.

N10.2 This school awards as an honorary degree one which is recommended by the Association as an earned degree.

N10.3 The degree awarded by this school as a first professional degree is approved in the standards only for use as a second theological degree.

N11 Pertaining to the Master's Degree in Theology

N11.1 The admissions policy of this school does not conform to the standards.

N11.2 In this school, the program for the master's or its equivalent degree requires less than one full year of academic residence.

N11.3 In this school, too few courses are designed for post-B.D. students.

N11.4 In this school, graduate work may be pursued without a reading knowledge of at least one language other than English.

N11.5 This school does not require a thesis or a comprehensive examination for the master's degree.

N11.6 The resources of this school are inadequate for work beyond the basic theological degree.

N11.7 This school has an insufficient number of students for a master's program.

N12 Pertaining to the Doctorate

N12.1 The absence of an active working relationship with a university compromises the quality of the doctoral program.

N12.2.1 In this school, doctoral studies are not sufficiently differentiated from those for the basic theological degree.

N12.2.2 This school has an insufficient number of students for an effective doctoral program.

N12.3 In this school, the standards regarding duration of training are not observed.

N12.4 In this school, admission requirements for doctoral candidates are less demanding than those proposed in the standards.

N12.5 In this school, examination procedures are inadequate for effective assessment and control of graduate studies.

N12.6 In this school, the quality of the dissertation and procedures for its evaluation do not meet the standards.

N12.7 In this school, there is inadequate provision of qualified faculty members for its doctoral program.

N12.8 The library facilities available to this school are inadequate for doctoral studies.

ESTABLISHMENT OF NEW SCHOOLS

The Association believes that the wisest policy for the various church bodies which look toward the expansion of present seminaries and the establishment of new ones, requires analysis on a broad scale of the total resources of all the denominations. Further, there is urgent need for careful consideration of the location of new schools in relation to geographical and population factors, proximity to other educational institutions, and the possibility of increasing cooperation among the schools for the maximum use of their resources.

An important contemporary development is the growth of graduate departments of religion in many universities, which are likely to become increasingly significant in the training of teachers of religion. Their relationship to the training of ministers and to the graduate programs of seminaries and divinity schools should be taken into account in any assessment of future needs for expanding resources in theological education.

Therefore, the office of the Association expresses its deep interest in the problems of over-all strategy in the placement of new theological schools and offers its services in consultation to any denomination or group concerned with the establishment of new theological schools or contemplating decisions with respect to the relocation, combination, or enlargement of existing seminaries. The needs for theological education are so great that the most efficient use of all resources is a vital necessity.

The report of the Resources Planning Commission published in 1968 proposes a strategy that deserves discussion in all consideration of deployment of resources.

A newly formed Resources Planning Commission will carry responsibilities as follows:

1. to initiate and maintain processes required to accomplish such redeployment of all resources for theological education as may be required to support quality education;
2. to make judgments between proposals for support by the Association and determine the amount of professional service to be made available;
3. to give guidance and counsel to AATS staff working in the area and to such other staff as may be required;
4. to hear and collate the needs of the member schools which point toward cooperative answers;
5. to seek and secure funds which will support the central work of the Commission;
6. to develop and maintain those relationships with other agencies which will facilitate the purposes of the Commission;
7. to maintain such communications with member schools and other educational institutions as will promote the accomplishment of Commission purposes.

N 2

(Replace pp. 33-38 in *Bulletin* 28)

AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS IN THE U.S. AND CANADA

ACCREDITED MEMBERS

Accredited members are those schools recommended by the Commission on Accrediting after due examination of their academic standards in the light of the Association's standards for accrediting and elected by the Association.

The letter "N" appended to the name and address of an institution with a number following refers to a notation for the meaning of which the list on pp. 27-31 may be consulted. (Cf *Bulletin* 28).

The list of accredited seminaries is subject to change semi-annually. The accredited members of the American Association of Theological Schools, as of June, 1969, are as follows:

Anderson College and Theological Seminary School of Theology, Anderson, Indiana *N6.3, 9.2*

Andover Newton Theological School, Newton Centre, Massachusetts *N9.1*

Aquinas Institute School of Theology, Dubuque, Iowa *N10.1, 10.3, 12.1, 12.8*

Asbury Theological Seminary, Wilmore, Kentucky

Austin Presbyterian Theological Seminary, Austin, Texas
N11.2

Berkeley Baptist Divinity School, Berkeley, California

Berkeley Divinity School, New Haven, Connecticut

Bethany Theological Seminary, Oak Brook, Illinois

Bethel Theological Seminary, St. Paul, Minnesota

Bexley Hall, Rochester, New York *N9.1*

Boston University School of Theology, Boston, Massachusetts *N11.1*

Brite Divinity School of Texas Christian University, Fort Worth, Texas

California Baptist Theological Seminary, Covina, California

Calvin Theological Seminary, Grand Rapids, Michigan *N5.3, 9.3*

Candler School of Theology of Emory University, Atlanta,
 Georgia
 Central Baptist Theological Seminary, Kansas City, Kansas
 (Chicago) Lutheran School of Theology at Chicago, Chi-
 cago, Illinois
 Chicago Theological Seminary, Chicago, Illinois
 Christian Theological Seminary, Indianapolis, Indiana
 Church Divinity School of the Pacific, Berkeley, California
 Colgate Rochester Divinity School, Rochester, New York
 Columbia Theological Seminary, Decatur, Georgia
 Concordia Seminary, St. Louis, Missouri
 Concordia Theological Seminary, Springfield, Illinois *N1.1,*
4.6
 Crozer Theological Seminary, Chester, Pennsylvania
 Drew University Theological School, Madison, New Jersey
N2.3, 4.2, 5.1, 8.1, 12.7
 Probation June 10, 1968, to June 14, 1970
 Duke University Divinity School, Durham, North Carolina
 Eastern Baptist Theological Seminary, Philadelphia, Penn-
 sylvania
 Eden Theological Seminary, Webster Groves, Missouri
 Emmanuel College of Victoria University, Toronto, Ont.,
 Canada *N1.1, 12.8*
 Episcopal Theological School, Cambridge, Massachusetts
 Episcopal Theological Seminary of the Southwest, Austin,
 Texas
 Evangelical Lutheran Theological Seminary, Columbus, Ohio
 Evangelical Theological Seminary, Naperville, Illinois
 Fuller Theological Seminary, Pasadena, California
 Garrett Theological Seminary, Evanston, Illinois
 General Theological Seminary, New York, N.Y. *N10.2*
 (Gettysburg) Lutheran Theological Seminary, Gettysburg,
 Pennsylvania *N11.2*

Golden Gate Baptist Theological Seminary, Mill Valley,
California *N1.1*

Gordon Divinity School, Wenham, Massachusetts

Goshen College Biblical Seminary, Goshen, Indiana *N4.1, 4.7, 7.2*

Graduate Theological Union, Berkeley, California

Hamma School of Theology of Wittenberg University,
Springfield, Ohio

Hartford Theological Seminary, Hartford, Connecticut
N10.1

Harvard Divinity School, Cambridge, Massachusetts

Howard University School of Religion, Washington, D.C.

Iliff School of Theology, Denver, Colorado *N3.3, 5.1, 6.3*

Interdenominational Theological Center, Atlanta, Georgia
N11.4

Knox College, Toronto, Ont., Canada *N4.7, 5.3, 7.4, 9.1, 9.2, 12.8*

Lancaster Theological Seminary, Lancaster, Pennsylvania

Lexington Theological Seminary, Lexington, Kentucky

Louisville Presbyterian Theological Seminary, Louisville,
Kentucky

Luther Theological Seminary, St. Paul, Minnesota

Lutheran Theological Southern Seminary, Columbia, South
Carolina

Maryknoll Seminary, Maryknoll, New York *N9.1*

McCormick Theological Seminary, Chicago, Illinois

McGill University Faculty of Divinity, Montreal, P.Q.,
Canada *N1.1*

McMaster Divinity College, Hamilton, Ont., Canada

Meadville Theological School, Chicago, Illinois *N9.2, 11.1*

Mennonite Biblical Seminary, Elkhart, Indiana *N1.1, 7.2, 9.2*

Methodist Theological School in Ohio, Delaware, Ohio *N6.3*

Midwestern Baptist Theological Seminary, Kansas City,
 Missouri
 Moravian Theological Seminary, Bethlehem, Pennsylvania
N9.2
 Nashotah House, Nashotah, Wisconsin *N9.1*
 New Brunswick Theological Seminary, New Brunswick,
 New Jersey
 New Orleans Baptist Theological Seminary, New Orleans,
 Louisiana *N1.1, 10.3, 12.7*
 New York Theological Seminary, New York, N. Y. *N9.2*
 North American Baptist Seminary, Sioux Falls, South Da-
 kota *N3.2, 4.5, 4.7*
 Northern Baptist Theological Seminary, Oak Brook, Illinois
N4.5
 North Park Theological Seminary, Chicago, Illinois
 Northwestern Lutheran Theological Seminary, Minneapolis,
 Minnesota
 Pacific Lutheran Theological Seminary, Berkeley, California
N4.5, 6.2, 9.1
 Pacific School of Religion, Berkeley, California
 Perkins School of Theology of Southern Methodist Univer-
 sity, Dallas, Texas
 (Philadelphia) Divinity School of the Protestant Episcopal
 Church in Philadelphia, Philadelphia, Pennsylvania
 (Philadelphia) Lutheran Theological Seminary at Philadel-
 phia, Philadelphia, Pennsylvania
 Phillips University Graduate Seminary, Enid, Oklahoma
 Pittsburgh Theological Seminary, Pittsburgh, Pennsylvania
 Princeton Theological Seminary, Princeton, New Jersey
 St. Meinrad School of Theology, St. Meinrad, Indiana *N9.2*
 Saint Paul School of Theology—Methodist, Kansas City,
 Missouri
 San Francisco Theological Seminary, San Anselmo, Cali-
 fornia
 School of Theology at Claremont, Claremont, California
N11.1

Seabury-Western Theological Seminary, Evanston, Illinois
 Southeastern Baptist Theological Seminary, Wake Forest,
 North Carolina *N1.1, 4.2*
 Southern Baptist Theological Seminary, Louisville, Ken-
 tucky
 Southwestern Baptist Theological Seminary, Fort Worth,
 Texas *N12.6*
 Trinity College Faculty of Divinity, Toronto, Ont., Canada
N9.1, 9.2, 9.3, 12.8
 Union Theological Seminary, New York, N.Y.
 Union Theological Seminary in Virginia, Richmond, Vir-
 ginia
 United Theological Seminary, Dayton, Ohio
 United Theological Seminary of the Twin Cities, New
 Brighton, Minnesota *N11.6*
 University of Chicago Divinity School, Chicago, Illinois
N2.1, 11.1
 University of Dubuque Theological Seminary, Dubuque,
 Iowa
 University of the South School of Theology, Sewanee, Ten-
 nessee *N1.1*
 Vanderbilt University Divinity School, Nashville, Tennessee
 (Virginia) Protestant Episcopal Theological Seminary in
 Virginia, Alexandria, Virginia
 Wartburg Theological Seminary, Dubuque, Iowa
 Wesley Theological Seminary, Washington, D.C. *N6.3*
 Western Theological Seminary, Holland, Michigan
 Weston College, Weston, Massachusetts *N9.1*
 Woodstock College, Woodstock, Maryland
 Yale University Divinity School, New Haven, Connecticut

SCHOOLS OF RELIGIOUS EDUCATION

Presbyterian School of Christian Education, Richmond,
 Virginia *N1.1, 1.5*

ASSOCIATE MEMBERS

Associate members are those institutions in the United States and Canada, which, although not accredited, have met the conditions prescribed by the Association, have been proposed for associate membership by the Executive Committee, and have been elected by the Association. Those conditions are listed on pp. 25-26. (Cf. *Bulletin* 28).

The letter "N" appended to the name and address of an institution with a number following refers to a notation for the meaning of which the list on pp. 25-26 may be consulted.

The list of associate members of the American Association of Theological Schools, as of June, 1969, is as follows:

Acadia University School of Theology, Wolfville, N.S.,
Canada

Alma College, Los Gatos, California

Anglican Theological College of British Columbia, Van-
couver, B.C., Canada N3.1

Ashland Theological Seminary, Ashland, Ohio

Bangor Theological Seminary, Bangor, Maine N3.3

Bellarmino School of Theology, North Aurora, Illinois

Catholic Theological Union, Chicago, Illinois

Conservative Baptist Theological Seminary, Denver, Colo-
rado

Conwell School of Theology, Philadelphia, Pennsylvania

Earlham School of Religion, Richmond, Indiana

Erschine Theological Seminary, Due West, South Carolina
N3.1

Evangelical Seminary of Puerto Rico, San Juan, Puerto Rico

Holy Cross Orthodox Theological School, Brookline, Mas-
sachusetts

Holy Name College, Washington, D.C.

Hood Theological Seminary, Salisbury, North Carolina
N2.1, 3.3

Huron College Faculty of Theology, London, Ont., Canada
N2.1, 3.1

Immaculate Conception Seminary School of Theology, Con-
ception, Missouri

Johnson C. Smith University Theological Seminary, Charlotte, North Carolina *N2.1*

Lutheran Theological Seminary, Saskatoon, Sask., Canada

Mary Immaculate Seminary, Northampton, Pennsylvania

Memphis Theological Seminary, Memphis, Tennessee

Missouri School of Religion, Columbia, Missouri *N2.1*

Mount Saint Alphonsus Seminary, Esopus, New York

Mt. St. Mary's Seminary of the West, Cincinnati, Ohio

Nazarene Theological Seminary, Kansas City, Missouri

Notre Dame Seminary, New Orleans, Louisiana

Payne Theological Seminary, Wilberforce, Ohio *N2.1*

Pine Hill Divinity Hall, Halifax, N.S., Canada *N3.1*

Pontifical College Josephinum, Worthington, Ohio

Pope John XXIII National Seminary, Weston, Massachusetts

Presbyterian College, Montreal, P.Q., Canada *N2.1, 3.2*

Queen's Theological College, Kingston, Ont., Canada

Regis College, Toronto, Ontario, Canada

St. Bernard's Seminary, Rochester, New York

St. Charles Borromeo Seminary, Overbrook, Pennsylvania

St. Francis Seminary, Loretto, Pennsylvania

St. Francis Seminary, Milwaukee, Wisconsin

St. John's Provincial Seminary, Plymouth, Michigan

St. John's Seminary, Brighton, Massachusetts

St. John's University School of Divinity, Collegeville, Minnesota

St. John Vianney Seminary, East Aurora, New York

St. Joseph's Seminary, Dunwoodie, Yonkers, New York

St. Louis University School of Divinity, St. Louis, Missouri

St. Mary Seminary, Cleveland, Ohio

St. Mary's Seminary, Baltimore, Maryland

St. Maur's Seminary, Indianapolis, Indiana

St. Patrick's Seminary, Menlo Park, California
 St. Stephen's College, Edmonton, Alta., Canada *N2.1*
 St. Thomas Theological Seminary, Denver, Colorado
 St. Vincent Seminary, Latrobe, Pennsylvania *N3.2*
 St. Vladimir's Orthodox Theological Seminary, Tuckahoe,
 New York
 Seminario Episcopal del Caribe, Carolina, Puerto Rico *N3.3*
 Seminary of Our Lady of Angels, Albany, New York
 Seminary of St. Vincent de Paul, Boynton Beach, Florida
 Seminary of the Immaculate Conception, Huntington, L.I.,
 New York
 Seventh-day Adventist Theological Seminary of Andrews
 University, Berrien Springs, Michigan
 Starr King School for the Ministry, Berkeley, California
 Sulpician Seminary of the Northwest, Kenmore, Washington
 Swedenborg School of Religion, Newton, Massachusetts
N2.1, 3.2
 Talbot Theological Seminary, LaMirada, California
 Trinity Evangelical Divinity School, Deerfield, Illinois
 Union College of British Columbia, Vancouver, B.C., Canada
 University of St. Michael's College Faculty of Theology,
 Toronto, Ont., Canada
 University of Winnipeg Faculty of Theology, Winnipeg,
 Man., Canada
 Virginia Union University School of Religion, Richmond,
 Virginia
 Washington Theological Coalition, Silver Spring, Maryland
 Waterloo Lutheran Theological Seminary, Waterloo, Ont.,
 Canada
 Western Evangelical Seminary, Portland, Oregon
 Winebrenner Theological Seminary, Findlay, Ohio *N2.1*
 Wycliffe College, Toronto, Ont., Canada *N3.2*

OFFICERS, COMMITTEES, AND COMMISSIONS

1968-70

President

ARTHUR R. MCKAY, President, McCormick Theological Seminary, Chicago, Illinois

Vice-President

Resigned prior to publication

Secretary

FREDERICK W. WHITTAKER, President, Bangor Theological Seminary, Bangor, Maine

Treasurer

GENE W. NEWBERRY, Dean, Anderson College School of Theology, Anderson, Indiana

Executive Director

JESSE H. ZIEGLER, 534 Third National Building, Dayton, Ohio

Associate Director

DAVID S. SCHULLER, 534 Third National Building, Dayton, Ohio

EXECUTIVE COMMITTEE

Ex Officio

PRESIDENT MCKAY, PRESIDENT WHITTAKER, DEAN NEWBERRY

Chairman

ARTHUR R. MCKAY, President, McCormick Theological Seminary, Chicago, Illinois

CHARLES M. COOPER, 1970, President, Pacific Lutheran Theological Seminary, Berkeley, California

WALTER HARRELSON, 1970, Dean, Vanderbilt University Divinity School, Nashville, Tennessee

ALLIX B. JAMES, 1970, Dean, School of Religion, Virginia Union University, Richmond, Virginia

- OLIN T. BINKLEY, 1972, President, Southeastern Baptist Theological Seminary, Wake Forest, North Carolina
- HOWARD W. BUCHNER, 1972, Dean of Divinity, Trinity College Faculty of Divinity, Toronto, Ont., Canada
- J. DANIEL JOYCE, 1972, Dean, Phillips University Graduate Seminary, Enid, Oklahoma
- EDWARD F. MALONE, 1974, Dean, Maryknoll Seminary, Maryknoll, New York
- ROBERT V. MOSS, JR., 1974, President, Lancaster Theological Seminary, Lancaster, Pennsylvania
- KRISTER STENDAHL, 1974, Dean, Harvard University Divinity School, Cambridge, Massachusetts

COMMISSION ON ACCREDITING

Chairman

- DAVID L. STITT, 1970, President, Austin Presbyterian Theological Seminary, Austin, Texas
- ALLEN W. GRAVES, 1970, Dean, School of Religious Education, Southern Baptist Theological Seminary, Louisville, Kentucky
- ALVIN N. ROGNESS, 1970, President, Luther Theological Seminary, St. Paul, Minnesota
- HARVEY H. GUTHRIE, JR., 1972, Professor, Episcopal Theological School, Cambridge, Massachusetts
- F. THOMAS TROTTER, 1972, Dean, School of Theology at Claremont, Claremont, California
- HERNDON WAGERS, 1972, Professor, Perkins School of Theology of Southern Methodist University, Dallas, Texas
- JAMES I. MCCORD, 1974, President, Princeton Theological Seminary, Princeton, New Jersey
- JOSEPH A. DEVENNY, 1974, Dean, Weston College, Weston, Massachusetts
- WARREN F. GROFF, 1974, Dean, Bethany Theological Seminary, Oak Brook, Illinois

COMMISSION ON FACULTY FELLOWSHIPS

Chairman

GEORGE JOHNSTON, 1970, Professor, McGill University
Faculty of Divinity, Montreal, P.Q., Canada

RICHARD R. NIEBUHR, 1970, Professor, Harvard University
Divinity School, Cambridge, Massachusetts

J. COERT RYLAARSDAM, 1970, Professor, University of
Chicago Divinity School, Chicago, Illinois

A. DURWOOD FOSTER, 1972, Professor, Pacific School of
Religion, Berkeley, California

SARA P. LITTLE, 1972, Professor, Presbyterian School of
Christian Education, Richmond, Virginia

JAMES SELLERS, 1972, Professor, Vanderbilt University
Divinity School, Nashville, Tennessee

JAMES M. GUSTAFSON, 1974, Professor, Yale University
Divinity School, New Haven, Connecticut

WAYNE E. OATES, 1974, Professor, Southern Baptist Theo-
logical Seminary, Louisville, Kentucky

WALTER J. BURGHARDT, 1974, Professor, Woodstock College,
Woodstock, Maryland

RESOURCES PLANNING COMMISSION

Chairman

WALTER HARRELSON, 1970, Dean, Vanderbilt University
Divinity School, Nashville, Tennessee

JOHN DILLENBERGER, 1970, President, Graduate Theological
Union, Berkeley, California

HAROLD W. VAUGHAN, 1970, Secretary, Board of Colleges,
United Church of Canada, Toronto, Ont., Canada

THOMAS E. AMBROGI, 1972, Professor, Woodstock College,
Woodstock, Maryland

WILLIAM F. MAY, 1972, Chairman, Program in the Study
of Religion, Indiana University, Bloomington, Indiana

ARTHUR R. MCKAY, 1972, President, McCormick Theological Seminary, Chicago, Illinois

GENE E. BARTLETT, 1974, President, Colgate Rochester Divinity School, Rochester, New York

JAMES A. HICKEY, 1974, Auxiliary Bishop of Saginaw, Saginaw, Michigan

ROBERT V. MOSS, JR., 1974, President, Lancaster Theological Seminary, Lancaster, Pennsylvania

COMMISSION ON CHRISTIAN EDUCATION

Chairman

RANDOLPH C. MILLER, 1970, Professor, Yale University Divinity School, New Haven, Connecticut

JOE DAVIS HEACOCK, 1970, Dean, School of Religious Education, Southwestern Baptist Theological Seminary, Fort Worth, Texas

C. ADRIAN HEATON, 1970, President, Berkeley Baptist Divinity School, Berkeley, California, and California Baptist Theological Seminary, Covina, California

BERTHA HARDER, 1972, Professor, Mennonite Biblical Seminary, Elkhart, Indiana

DAVID W. JEWELL, 1972, Professor, Vanderbilt University Divinity School, Nashville, Tennessee

ARTHUR C. REPP, 1972, Dean, Concordia Seminary, St. Louis, Missouri

J. GORDON CHAMBERLIN, 1974, Professor, Pittsburgh Theological Seminary, Pittsburgh, Pennsylvania

MCMURRY S. RICHEY, 1974, Professor, Duke University Divinity School, Durham, North Carolina

ROSS SNYDER, 1974, Professor, Chicago Theological Seminary, Chicago, Illinois

COMMITTEE ON SUPERVISION IN FIELD EDUCATION

Chairman

LOWELL G. COLSTON, 1970, Professor, Christian Theological Seminary, Indianapolis, Indiana

JAMES M. AULT, 1970, Dean, Drew University Theological School, Madison, New Jersey

JOHN D. FURNAS, 1970, Professor, San Francisco Theological Seminary, San Anselmo, California

CARL SIEGENTHALER, 1970, Director of Field Engagement, Urban Training Center for Christian Mission, Chicago, Illinois

WILLIAM R. VOELKEL, 1970, Director of Ecumenical Education, Council of Churches of Christ of Greater Cleveland, Cleveland, Ohio

STATISTICS

MEMBERSHIP IN THE ASSOCIATION

	1960	1962	1964	1966	1968
Accredited Members ..	82	84	90	94	100
Associate Members ...	40	41	37	46	56
Affiliated Members ...	4	4			
TOTALS	126	129	127	140	156

ENROLLMENT

	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68
Accredited						
Schools ..	17,651	17,699	18,625	19,036	20,455	21,365
Associate						
Schools ..	3,076	2,923	2,400	2,493	3,504	3,856
TOTALS	20,727	20,622	21,025	21,529	23,959	25,221

GRADUATES IN 1967

	B.D. S.T.B. M.DIV.	M.R.E.	M.A. (Prof)	M.A. (Grad) Th.M. S.T.M.	S.T.D. Th.D. Ph.D
Accredited Schools ..	3,486	460	136	547	222
Associate Schools	539	62	62	41	1
TOTALS	4,025	522	198	588	223

III. CONSTITUTION AND BYLAWS

CONSTITUTION OF THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS, INC.

I. NAME

The name of this organization is The American Association of Theological Schools in the United States and Canada, Inc.

II. PURPOSES

The purposes of the Association, as stated in its certificate of incorporation, are: to provide facilities for its members to confer concerning matters of common interest to theological schools, to consider any problems that may arise as to the relations of such institutions to one another or to other educational institutions or to governmental authorities, to recommend standards of theological education and maintain a list of member institutions accredited on the basis of such standards, and, in general, without limitation to the foregoing, to promote the improvement of theological education in such ways as it may deem appropriate, except that the Corporation is not authorized to engage in any activities for pecuniary profit or to conduct any form of schools or classes of instruction. The Corporation may engage in its authorized activities both in the United States and elsewhere, subject to applicable law.

III. MEMBERSHIP

1. NATURE OF MEMBERSHIP. The membership of The American Association of Theological Schools, Inc., shall consist of those institutions engaged predominantly at the post-college level in educating and training for the Christian ministry, which have been elected in accordance with the procedures stipulated in section 2 below.

2. CLASSES OF MEMBERSHIP.

(a) Accredited members shall be those institutions in the United States and Canada which after recommendation by the Commission on Accrediting shall have been elected by a two-thirds vote of the accredited members of the Association (1) present and voting at a meeting of the Association or (2) casting a mail vote within 30 days after the mailing of ballots from the Association office. In keeping with quorum provisions (IV, 3) at least 30 ballots shall be cast for such a mail vote to be considered valid.

(b) Associate members shall be those institutions in the United States and Canada which have met the conditions for associate membership prescribed by the Association, have been proposed for associate membership by the Executive Committee, and have been elected by a two-thirds vote of all the members of the Association (1) present and voting at a meeting of the Association or (2) casting a mail vote within 30 days after the mailing of ballots from the Association office. In keeping with quorum provisions (IV, 3) at least 30 ballots shall be cast, with not fewer than 20 of these from accredited schools, for such a mail vote to be valid.

3. PRIVILEGES OF MEMBERSHIP. All classes of members shall have full and equal rights, except that in actions of the Association relating to accreditation and to Standards for Accrediting, the right of vote shall be restricted to accredited members.

4. DUES. Each member institution, whether associate or accredited, shall pay annual dues as prescribed by the by-laws. Institutions which are at any time two years in arrears in the payment of their prescribed annual dues shall be regarded as having withdrawn from the Association.

IV. MEETINGS OF THE ASSOCIATION

1. REGULAR MEETINGS. In each even-numbered year the Association shall hold a biennial meeting at such time and place as the Executive Committee may determine. The holding of a meeting in other years shall be deemed to

be waived unless requested in writing by any member of the Association at least 60 days before the third Wednesday in June, which request shall contain the purpose or purposes for which the meeting is desired. If so requested, it shall be held on that date or another at such time and place as may be determined by the Executive Committee, on at least 30 days' notice. Each such meeting shall be confined to such business as is specified in the notice of the meeting.

2. REGIONAL AND SPECIAL MEETINGS. Regional or special meetings of the Association may be held at such times and places as the Executive Committee may determine. Each such meeting shall be confined to such business as is specified in the notice of the meeting.

3. REPRESENTATION AT MEETINGS. At the meetings of the Association each member institution may have any number of representatives, but shall have only one vote. Thirty voting representatives of member schools shall constitute a quorum of the Association, provided that not fewer than twenty of those voting representatives shall represent accredited schools.

4. NOMINATING PROCEDURES. Prior to each regular meeting the President shall appoint a nominating committee of five persons which shall present to the Association nominations for (a) the officers to be elected pursuant to Section 1 of Article V, and (b) the vacancies on the Executive Committee. The Executive Committee shall serve as the nominating committee for vacancies in all commissions. Nominations for the offices, Executive Committee, and the commissions may also be made from the floor of the meeting.

V. OFFICERS

1. ELECTED OFFICERS.

(a) The Association shall have a President, a Vice-President, a Secretary, and a Treasurer, who shall be elected at each biennial meeting. These officers shall assume their duties upon the adjournment of the meeting at which they are elected and shall hold office to the close of the meeting at which their successors are elected. The President, Vice-President, and Secretary

shall not be eligible for immediate re-election. In case there is a vacancy in any such office, the Executive Committee may appoint a successor to serve until his successor is elected by the Association and qualifies.

(b) The President, Vice-President, and Secretary shall perform the duties normally incident to their offices at all meetings of the Association and shall exercise such other functions as may be assigned to them by the Association or by the Executive Committee.

(c) The Treasurer, subject to such regulations as may be prescribed by the Executive Committee, shall have custody of the Association's funds and securities and shall be responsible for disbursements. He shall perform the duties normally incident to the office of treasurer and such others as may be assigned to him by the Association or the Executive Committee. He shall deposit the Corporation's funds in such banks or trust companies, and its securities in such deposit vault or in the custody of such institution, as may be designated by the Executive Committee. Unless otherwise determined by the Executive Committee, the withdrawal of such funds or securities shall be effected only on the signature of any two persons as designated by the Executive Committee. The Treasurer shall present the budget for the ensuing biennium as approved by the Executive Committee for adoption by the Association at its biennial meeting.

2. **EXECUTIVE DIRECTOR.** There shall be an Executive Director who shall be chosen by the Association upon nomination of the Executive Committee. He shall devote his full time to the work of the Association and shall perform such functions as may be assigned to him by the Association or the Executive Committee. He shall be expected to attend all meetings of the Association, the Executive Committee, and the Commission on Accrediting, and to participate in their discussions. His appointment may be terminated by the Executive Committee on at least six months' notice as voted by no fewer than six members of the said committee and as communicated to him in writing.

3. **OTHER OFFICERS.** The Association may authorize the Executive Committee to appoint such other officers as it

may deem appropriate and define their qualifications, functions, and terms of office.

4. COMPENSATION.

(a) The Executive Committee shall determine the salary of the Executive Director and any other employed officer of the Association whom the Association may decide to employ. The compensation of any such employed officer shall be included in the Treasurer's report at each biennial meeting.

(b) No member of the Executive Committee or officer of the Association shall be interested, directly or indirectly, in any contract relating to operations conducted by the Association, unless authorized by the concurring vote or written approval of two-thirds of the members of the Executive Committee. This restriction shall not apply to a contract with a theological institution with which a member of the Executive Committee or an officer is associated if he, as an individual, has no financial interest in the contract.

VI. EXECUTIVE COMMITTEE

At the biennial meeting of the Association at which this constitution is adopted, the representatives present and voting shall elect nine persons who, with the elected officers specified in Article V Section 1 (a) above, shall constitute an Executive Committee, and shall hold office until their successors are elected and qualify. These nine elected persons shall serve for terms of six years, except that, of those first elected, three shall serve for terms of two years, and three for terms of four years. At subsequent biennial meetings the Association shall elect three persons to succeed those who have at that meeting completed their term of office and shall fill vacancies to complete unexpired terms. Members of the Executive Committee shall not be eligible immediately to succeed themselves. The President of the Association shall be the chairman of the Executive Committee. It shall be the duty of the Executive Committee to prepare the programs for the biennial meetings of the Association and to act for it between meetings of the Association. The Executive Committee shall act as a Board of Review to hear appeals concerning actions of the Commis-

sion on Accrediting or any other commissions, officers, or agencies of the Association. The decisions of the Executive Committee in such cases shall be final, except insofar as provision is made in Article VII for the setting up of an appeal committee with regard to actions of the Commission on Accrediting. It shall be the duty of the Executive Committee to report its actions to the biennial meeting.

VII. COMMISSIONS

1. COMMISSION ON ACCREDITING. The Commission on Accrediting shall consist of nine persons from accredited institutions elected by a two-thirds vote of the members of the Association present and voting after nomination by the Executive Committee at the biennial meeting at which this constitution shall be adopted. The nine members shall serve for terms of six years, except that, of those first elected, three shall serve for terms of two years, and three for terms of four years. At subsequent biennial meetings the Association shall elect three persons to succeed those who have at that meeting completed their terms of office. Commissioners shall not be eligible immediately to succeed themselves, and no one shall serve at the same time on both the Executive Committee and the Commission on Accrediting. The Commission shall at each biennial meeting of the Association elect its chairman from its own membership. It shall be the duty of the Commission on Accrediting to maintain a list of accredited theological schools under standards determined by the Association and to recommend to the Association institutions to be placed upon this list. In the instance of withdrawal of accreditation or the placing of a school on probation by the Commission on Accrediting, the action shall not be submitted to a vote of the Association but appeal from the action of the Commission on Accrediting in any matter may be made to the Executive Committee. If the representatives of ten accredited schools shall make written request to the President for the appointment of a further appeal committee of five persons not members of either the Commission on Accrediting or of the Executive Committee, he shall so do on the understanding that the financial cost involved shall be borne by the institution under review and that the report of the appeal committee shall be made to the Association at its next regular meeting.

2. OTHER COMMISSIONS. Other commissions shall consist of nine persons elected by a two-thirds vote of the members of the Association present and voting after nomination by the Executive Committee at the biennial meeting at which this constitution shall be adopted. The nine members shall serve for terms of six years, except that, of those first elected, three shall serve for terms of two years, and three for terms of four years. At subsequent biennial meetings the Association shall elect three persons to succeed those who have at that meeting completed their terms of office. The chairman of each commission shall be appointed by the Executive Committee for a term of two years. The commissions shall deal with such matters as are assigned to them by the Executive Committee.

3. COMMITTEES. Committees shall consist of those persons nominated by the Executive Committee and elected by the Association to deal with particular business and shall continue in being until discharged by the President or until the subsequent biennial meeting of the Association.

VIII. LIMITATION OF POWERS

No act of the Association or of the Executive Committee shall be held to control the policy or line of action of any institution belonging to it.

IX. DISTRIBUTION OF ASSETS IN THE EVENT OF DISSOLUTION

In the event of the dissolution of the Association its assets available for distribution shall be distributed to the member schools in proportion to their payment of dues in the year of dissolution, except that unexpended portions of grants received from foundations for specific educational purposes, such as but not limited to research, study projects, scholarships and fellowships, shall be returned to the foundation-donors.

X. AMENDMENTS

This constitution may be amended by a majority vote of the accredited member institutions present at any meeting

of the Association, provided notice of the proposed amendment shall have been given in the call for the meeting. It shall be the duty of the Secretary to include in the call for any biennial meeting any amendment requested in writing by any five member institutions.

XI. BYLAWS

The Association may adopt bylaws consistent with this constitution.

BYLAWS OF THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS, INC.

I. NOTICE OF MEETINGS

Notice of every meeting of the Association shall be mailed to the usual address of each member as appearing on the books of the Association at least 30 days before the meeting. Such notice may be waived by written waivers signed by all of the members before, at, or after the meeting.

II. QUORUM

Thirty voting representatives of member schools shall constitute a quorum for all meetings of the Association, provided that not fewer than twenty of those voting representatives shall represent accredited schools; and a majority of those present and voting shall be sufficient for any action except as otherwise provided by law, in the constitution or bylaws, or by previous resolution of the Association.

III. PROXIES

Proxies may be given, and shall be counted in determining a quorum, for regular meetings of the Association if held in years in which biennial meetings are not held, and for special meetings of the Association.

IV. COMMITTEE MEETINGS

The Executive Committee, the Commission on Accrediting, and any other commissions or committees which may be created may prescribe their own rules as to notice, quorum, and conduct of meetings, and may create such subcommittees as they deem appropriate and define their functions.

V. DUES AND FEES

The following are the dues and fees for the member schools of the Association:

1. ACCREDITED AND ASSOCIATE MEMBERSHIP DUES.

The phrase "total annual operating expenditure" is understood to include (1) net cost of auxiliary enterprises—

board, dormitories, and bookstore (no others); (2) all other gross operating costs, including student aid, scholarships, and a pro-rated part of the general costs of a larger or integrally related institution. "Contributed services" shall be included in the total annual operating expenditure by a computation which uses either the medians for comparable AATS member schools or the medians of the larger institution of which the member school may be a part, the basis of computation to be the choice of the member school.

Minimum dues shall be \$215;

Rate shall be 0.0015 of total annual operating expenditures for the preceding year up to \$1,000,000;

If expenditures are between \$1,000,000 and \$2,000,000:
\$1,500 + 0.0004 on all above \$1,000,000;

If expenditures are between \$2,000,000 and \$3,000,000:
\$1,900 + 0.0002 on all above \$2,000,000;

If expenditures are above \$3,000,000:
\$2,100 + 0.0001 on all above \$3,000,000.

2. INSPECTION AND REEVALUATION COSTS

A fee of one hundred dollars is charged for any inspection or reevaluation of a school by the Commission on Accrediting. All costs of the team representing the Commission are charged to the school.

VI. FISCAL YEAR

The fiscal year of the Association shall be from July 1 to June 30.

VII. SEAL

The corporate seal shall bear the inscription "The American Association of Theological Schools, Inc. Corporate Seal, N.Y." in substantially the form impressed on the original of these bylaws in the minute book.

VIII. AMENDMENTS

The bylaws may be amended at any biennial meeting of the Association by a two-thirds vote of the members present, provided that notice of the proposed amendment has been given at a previous session of said meeting, or in a previous regular meeting.

IV. POLICY STATEMENTS

STATEMENT ON PRE-SEMINARY STUDIES

Traditional North American Expectations

Traditionally, theological schools in America have expected their students to prepare themselves for theological study by a broad undergraduate program in the liberal arts. When it came to a choice of concentration, students were often encouraged to major in classical languages or in the history of philosophy.

Contemporary Pressures for Change

Today, however, because of the wide range of undergraduate programs and majors offered by a great diversity of institutions of higher education, it is no longer feasible nor realistic to demand one particular type of undergraduate preparation as a prerequisite for theological study. Some of the ablest students in our theological schools have made their decision to prepare for the ministry after their undergraduate study was completed, or even after a period of time in an occupation apparently unconnected with the church's ministry.

The accelerating rate at which students in undergraduate programs at some of our most distinguished colleges and universities are urged toward a major field often makes impossible the development, even by superior students, of a broad humanities program. Able students whose concentration is in a field seemingly unrelated to religion sometimes begin to ask ultimate questions about the meaning of existence, and these then lead them into theological study.

Furthermore, a quiet revolution is occurring in the departments of religion. Whereas undergraduate instruction in religion was once regarded by some theological educators as too superficial and by others as too specialized for the proper undergraduate preparation of prospective seminarians, many religion departments now represent the best possibility an undergraduate may have on his campus for the integrating values of a liberal education. Indeed, strong religion departments may prepare students in such depth that they are ready to bypass the introductory courses of the traditional seminary curriculum.

Response of Theological Schools

The student contemplating seminary should be aware that the seminaries have responded to these challenges in a variety of ways. Some are persuaded that the trend away from the broad liberal arts

background should be resisted; they expect every student to enter theological school with a wide spectrum of courses in the humanities, and may require students to compensate for deficiencies in the humanities by extra course work or by reading in specified disciplines before beginning theological study. Others prefer that a student concentrate in a field closely allied to religion such as history or philosophy. Some adopt a position of complete freedom for the student, on the assumptions that the ministry itself deals with many different concerns, that the quality of the student's academic performance is more important than his field of concentration, and that he may be allowed to make up deficiencies in certain areas by reading programs. Still others will encourage a student to pursue as rich and intensive an undergraduate program in religion as his college can provide, with the understanding that he can then enter directly into advanced courses in the seminary.

Counsel to Pre-Seminary Students

In every case, the student contemplating theological study should correspond at the very earliest opportunity with the school or schools to which he intends to apply and with the authorities of his church in order to learn what will best prepare him for the specific program he expects to enter. It is the judgment of AATS that a normative pattern of pre-seminary education will include many of the following subjects:

English language and literature; history, including non-Western cultures as well as European and American; philosophy, particularly its history and its methods; natural sciences, both the physical and the life sciences; social sciences, where psychology, sociology, and anthropology are particularly appropriate; the fine arts and music, especially for their creative and symbolic values; biblical and modern languages; religion, both in the Judaeo-Christian and in the Near and Far Eastern traditions.

Some seminaries require Greek or Hebrew for admission, and many advanced biblical courses are offered in the original tongues; modern languages have an immensely educative role and are required at the graduate studies level.

It is the understanding gained in these fields rather than the total of credits or semester-hours which is significant.

In many seminaries students who have been well prepared in religion and equipped with the tools of theological study will be set free, not to complete their theological course more quickly, but rather to pursue more advanced studies. The principle constantly to be kept in mind is not that of satisfying paper regulations and minimum requirements, but of making the most of opportunities for education.

Use of the Statement

This statement, adopted by the Association after consideration and study by its membership, is issued for the guidance of persons considering application to a seminary and their advisors. In no way does it bind or limit the seminaries in their admissions policies. Each seminary is free to set its own entrance and make-up requirements, to add to this statement or change its emphases.

Counsel to Theological Schools

The Association recommends to its member institutions that if a student applies for admission from a nonaccredited college, the applicant shall either be received on probation or pass satisfactorily an examination designed to test his knowledge—presumably in some of the areas suggested above—his ability to write and to think clearly and critically, and the degree of his accomplishment in one or more disciplines.

PRINCIPLES OF STUDENT FINANCIAL AID

The following statement of principles, adopted by the American Association of Theological Schools in 1966, is commended to the seminaries as a guide for the administration of their financial aid programs. Seminaries which adopt these principles are encouraged to make them known to their students and to those who apply for admission. Seminaries are also urged (a) to state clearly the total cost of attendance, (b) to provide colleges, parents, and students with factual information about their financial aid programs and practices, (c) to assist each student seeking admission with an estimate of his financial need, (d) to counsel entering students by correspondence, and other students face to face, on their budget estimates for both income and expenditures; and to provide counsel on family financial planning.

1. The primary purposes of a financial aid program for theological students are to assist students in their educational preparation for church occupations, and to make possible the enrollment of increased numbers of promising candidates by providing assistance to students who demonstrate financial need.
2. The total amount of financial assistance offered a student should not exceed the amount of his need.
3. Financial need is defined as the difference between the total cost of attending a particular institution and the amount of the resources available to the student.
4. Financial assistance consists of grants (which include scholarships, grants-in-aid, field education grants, and prizes) loans, and employment.
5. The family of a student, whether the student is unmarried or married, is expected to make every reasonable effort to assist the student with his educational expenses.
6. The student himself is expected to provide a major share of his expense through savings and other assets, through summer employment, and through academic year work where feasible.
7. In the case of a married student with no children, the spouse who has completed his or her formal education is normally expected to be gainfully employed. The spouse's total earnings are to be considered as a part of the total family income. Because of the importance of this source of income, student couples who hope for financial aid should not normally anticipate that increased aid from the seminary will offset loss of income resulting from the wife having children.
8. The student's home church should assist with the costs of his preparation for a church occupation in cases where the student demonstrates financial need and if such assistance is consistent with denominational policy.
9. Since the principles of Christian stewardship apply to all Christians, candidates should make provision in their financial estimates for gifts to church and charities out of their own earnings.
10. Financial assistance is granted on the basis of need on a year-to-year basis, with reapplication and review each year.

FACULTY FELLOWSHIP POLICIES IN ACCREDITED SCHOOLS

1. Persons eligible are those who are full-time faculty members; or part-time members who are expected to become full-time members; or faculty members-elect; all of whom are from accredited theological schools.
2. The normal term for which a grant is made may be a full year, two quarters and a summer, or a semester and a summer.
3. Normally the sabbatical period is given to study and writing, but travel and research which may not necessarily issue in publication are acceptable.
4. Normally the fellowship holder is expected to study at centers or schools other than those in which his previous education has been located.
5. Fellows of the program are strongly advised against accepting any teaching assignment during the period of their grant. If, however, and for an instance a study-proposal were to be carried forward in an overseas mission-school in which some classroom experience was manifestly germane to the project, a maximum of three hours per week in such circumstances would not be considered a violation of the terms of the grant.
6. No preference is given to nominees from any particular kinds of schools (so long as they are accredited) or to any particular areas within the theological curriculum.
7. The schools are asked to specify what kind of financial responsibility they propose to accept to support the projects of their nominees.
8. A school may not submit more than two nominations in any one year, except that if a school's faculty numbers 25 full-time teachers or more, a third nomination may be submitted.
9. No awards are made to applicants who have reached the age of sixty.
10. Although an application for a second grant is welcome, six full years must have elapsed between the end of the period covered by the award and the beginning of another; and priority is given to men who have not received a grant.
11. Ordinarily an award will not be given to men just undertaking doctoral degree programs. Where a man has demonstrated genuine promise, a grant may be awarded for the completion of his doctoral studies.

IN ASSOCIATE SCHOOLS

A similar program on a small scale is available to faculty members from associate schools. All of the conditions are the same except the requirement of accreditation. The stated purpose is to assist schools to move toward accredited membership.

ACADEMIC FREEDOM AND TENURE *

The Meaning and Basis of Academic Freedom

The concern of theological schools for freedom in teaching and learning arises from the Christian faith with its promise of freedom in Christ to know the truth which is from God, which judges all human forms and institutions, and which will set men free. (John 8:32). Theological schools strive to be communities of teaching and learning in which freedom of mind and spirit are accepted as fundamental to the work in which they are engaged.

Freedom in the academic enterprise has been precious to all educational institutions. Nourished by Christian sources, love for freedom in the search for truth has also been defended on the basis of democratic principles and values. As theological schools seek to realize a genuine Christian freedom they can learn from the experience and practice of the wider academic community concerning the conditions and problems involved in securing the freedom of the teacher and the learner.

Some Christian interpreters will find the basis for academic freedom in the theological school directly within the Gospel itself as it creates a community in which the spirit of Christ informs and judges all human activities, and becomes the source of all genuine freedom.

Others will hold that as we seek to express the implications of the Gospel in specific principles and institutional forms we move into the sphere of law, governed both by the scriptural law of God and by elements of human law within the orders of society. They would be careful lest we equate a human standard with the Gospel freedom which transcends all law.

While we recognize different theological approaches to freedom, we acknowledge as members of theological schools that we share a common concern for realizing the highest possible standards of freedom in all institutions of education and we are concerned to make clear the general grounds upon which basic standards of practice in the schools can be established.

* At the biennial meeting of the Association in Richmond on June 16, 1960, the following amended documents were "adopted as presenting patterns and norms for advisory use by the members of the American Association of Theological Schools." Cf. Bull. 24, pp. 100 ff.

The following assertions are fundamental to a Christian view of academic freedom:

- I. The Christian faith directs all thought and life toward God who is the source of truth, the judge of all human thoughts, and the ultimate end of all theological inquiry.
- II. The freedom of the Christian always involves a commensurate responsibility toward God and neighbor. It is never the freedom merely to be left alone or to ignore basic obligations.
- III. Christian freedom exists within the confession of Christian faith. Theological schools may acknowledge specific confessional adherence as laid down in the charters and constitutions of the schools. A concept of freedom appropriate to theological schools will respect this confessional loyalty, both in the institutions and their individual members. At the same time, no confessional standard obviates the requirement for responsible liberty of conscience in the Christian community and the practice of the highest ideals of academic freedom.
- IV. While freedom must ultimately be realized through the spirit and loyalties of men, it must take form and be protected through concrete standards of institutional practice. Every statement of such standards moves somewhat in the sphere of law and regulation. We recognize that the effectiveness of stated principles depends finally upon the dedication within the Christian theological school to a genuine concern for liberty of mind and spirit in theological teaching.

Principles of Academic Freedom

I. The Freedom to Teach and to Learn

- A. The theological teacher and his students have the inquiry for truth central to their vocation and they are free to pursue this inquiry.
- B. An institution which has a confessional or doctrinal standard may expect that its faculty subscribe to that standard and the requirement for such subscription should be mutually understood at the time of their affiliation with the institution. The question of a faculty member's adherence to the standard may be opened according to specified procedures.

Any challenge to the doctrinal regularity of a faculty member should be subject to open hearing before his colleagues and before the governing board of the school as well as before ecclesiastical tribunals which may have jurisdiction.

- C. So long as the teacher remains within the accepted constitutional and confessional basis of his school he should be free to teach, carry on research, and to publish, subject to his adequate

performance of his academic duties as agreed upon with the school.

- D. The teacher should have freedom in the classroom to discuss his subject in which he has competence and may claim to be a specialist without harassment or limitations.
- E. The teacher should be free to express and act upon his conscientious convictions as an individual citizen although he should realize that there is always the tacit representation of one's institution in whatever he says.
- F. Faculty members should take care lest they violate each other's academic freedom by covert interference with their colleagues' work or through bypassing the orderly processes of full faculty discussion of curriculum, appointments, and other basic matters.

II. *Appointments and Promotions*

A. Appointments

- 1. Power to appoint faculty members is specified in the charters and constitutions of the schools, and is usually lodged in the trustees or board of directors on recommendation of the administration. Consultation of the faculty about appointments should be practiced as an important support of the freedom of all.
- 2. Specific procedures for securing faculty nominations, faculty judgment and advice in the making of appointments should be observed.
- 3. The initial appointment to a faculty should be for a definite term, although this principle may be waived in the case of experienced men of proved competence.

B. Promotions

- 1. There should be a general stated policy concerning the basis of promotion which includes recognition of length of service, teaching ability and service, scholarly research and production, and promise of growing competence.
- 2. Provision for faculty ranks (e.g. instructor, assistant professor, associate professor, professor) offers a recognized, orderly, and useful arrangement for academic administration and promotion in which institutional flexibility and recognition of faculty service are both preserved. There should be at stated intervals review of the academic work and eligibility for promotion of all faculty members below the rank of professor.
- 3. The school administration and the faculty should have a mutual understanding of the general policies of the institution as to salary level and the bases of increase or decrease in salary.

4. Policies of the institution regarding service of faculty members to denominational and church bodies should be made clear, and both the school and the faculty should be protected from undue pressure from such activities which would interfere with the scholarly and teaching vocation.

III. *Tenure*

A. Definition: After the expiration of a probationary period of appointment, teachers should have appointments on indefinite tenure. Such appointments should be terminated only for adequate cause and only after the fulfillment of clearly stated procedures for hearing and judgment.

B. The meaning and basis of academic tenure: The provision for appointment on indefinite tenure is one way in which institutions safeguard their faculties' freedom to teach, to inquire, and to organize their academic programs. It is not intended to confer personal privilege.

It assures the faculty member that he will not be subject to dismissal for reasons other than the violation of the basic obligations which are properly laid upon all teachers and that he may normally expect to pursue his teaching vocation where he is until a change is mutually agreed upon by him and the institution.

This provision for indefinite tenure is an arrangement which is justified by the above considerations and by its fruits in practice. It is not an absolute guarantee either of freedom or its right use. It may lead to difficulties when professors do not fulfill expectations and cling to positions which they are no longer fitted to fill in an adequate way.

Faculties should seek ways to insure so far as possible that the privilege tenure grants will not be abused, or result in damage to the function and efficiency of the institutions.

C. Accepted practice

1. The precise terms and conditions of every appointment (including any limitation on academic freedom that may exist for any reason whatsoever) should be stated in writing and be in the possession of both the institution and the teacher at the time the appointment is made.

2. After appointment to full-time faculty membership the probationary period should not exceed the agreed upon maximum adopted by the school.

a. This period should not exceed seven years in the same institution.¹ If, however, after a probationary period of more

¹ For this view see the work of the joint committee representing the American Association of University Professors and the Association of

than three years in one or more institutions a teacher is called to another school, it may be agreed in writing that his new appointment is for a probationary period of not more than four years.

b. Whatever the specified number of years may be, the plan should be clearly understood and should provide a definite safeguard against any situation in which a teacher is kept on indefinitely without tenure and without knowledge of what his prospects are in relation to the school.

c. At least six months prior to the expiration of the last year of the probationary period, notice should be given whether or not the teacher is to be continued in service.

3. Termination of membership in a faculty may be by—

a. Expiration of a term appointment;

b. Dismissal for adequate cause, in which case standards are set down in Section IV of this paper;

c. Resignation, in which case Section I of the AATS document entitled, "Institutional Procedures with Respect to Faculty Resignations, Leaves, and Retirement," provides standards for faculty members and administrative officers;

d. Retirement, in which case Section III of the AATS document entitled, "Institutional Procedures with Respect to Faculty Resignations, Leaves, and Retirement," may serve to indicate standards.

IV. Dismissals

A. Principles

1. Grounds for dismissal should be stated in the conditions of faculty employment and clearly understood. These should include incompetence, moral delinquency, and failure properly to perform duties.

2. Dismissal procedures should be clearly stated and rigorously observed. In the hearings involved in these procedures there should be representatives of the peers and colleagues of the professor involved.

B. Suggested procedures: When all personal attempts at negotiation and reconciliation between the administration and faculty member(s) as parts of a Christian fellowship have failed, the

American Colleges published in the *Bulletin of the AAUP*, XLV, 1 (Spring, 1959), 107-114.

Some theological schools hold this period to be too short to discover whether a person is sufficiently adequate for the theological disciplines to receive indefinite tenure and lean toward a ten year maximum probationary period or toward making the decision respecting tenure prior to the age of forty-five years.

welfare of the school and faculty may require the putting into use of clearly defined dismissal proceedings. The following description of proceedings is meant to be suggestive for such definition. Acceptable procedures should provide for—

1. Informal inquiry and counsel by a committee chosen by the faculty.
2. When informal efforts have failed, a clear statement of grounds for removal submitted to the person under notice of dismissal.
3. Hearing by a committee which includes adequate representation by the faculty in one of two ways—
 - a. A committee of the faculty acting as a fact-finding body, or
 - b. A joint committee of trustees and faculty acting as a fact-finding body.
4. Permission for the person under notice of dismissal to continue his duties until proceedings are complete unless immediate harm to himself or others is threatened by his continuance. Any suspension should be with pay.
5. Normally a theological seminary will feel an obligation to continue a professor's salary up to one year after dismissal where there is a clear case of need.

Appendix

The following lines of procedure are suggested and are based upon the work of the joint committee from the American Association of University Professors and the Association of American Colleges.¹ Procedures should include—

1. Hearing by the committee comprised in such manner as to include adequate representation by faculty after sufficient time for preparation of defense.
 - a. This hearing committee to examine the stated grounds for dismissal, the written defense by the person under notice of dismissal, and the testimony of witnesses if facts are in dispute.
 - b. The person under notice of dismissal to have option of assistance by counsel, the aid of the committee in securing witnesses, the right to be confronted by all adverse witnesses or where this is impossible, to know the identity of such witnesses.
 - c. Both the administrator and the person under notice of dismissal or their representatives to be given opportunity for presenting briefs and arguing the case orally before the committee.
 - d. Stenographic records to be made of the hearing and to be available to both parties.

¹ *Bulletin of the AAUP*, XLIV, 1, (Spring, 1958), 270-274.

2. Preparation of hearing committee findings regarding each ground proposed for dismissal and conveyance of its findings to the president and to the person under notice of dismissal.
3. Conveyance of transcription of the hearing with the committee findings by the president to the governing body which normally would be expected to act upon the basis of the committee's findings.
4. If governing body chooses to review the case, its review to be based on the record of the previous hearing accompanied by argument by the principals.
5. Avoidance of public statements by either the administration or the person under notice of dismissal until the proceedings are complete. Inclusion of a statement of the hearing committee's original findings, if these have not previously been made known, in the announcement of the governing body's decision.

INSTITUTIONAL PROCEDURES: FACULTY RESIGNATIONS, LEAVES, AND RETIREMENTS

I. *Resignations*¹

A. Principles

1. Sufficient time should always be allowed in a resignation so that the academic program of the school does not suffer unduly.
2. Proposals leading to resignations should be carried on sufficiently in the open so that the school from which the resignation is made may have an opportunity to enter into the conversations.

B. Acceptable Practice

1. The minimum length of notice by a professor or an associate professor should be six months; by an assistant or instructor, three months. (Considering the restricted supply, a year may be fairer.)
2. In offering appointments to faculty personnel in other institutions:
 - a. Informal inquiry as to whether a teacher would be willing to consider transfer under specified conditions is appropriate at any time.
 - b. Such inquiry should be accompanied by notice to the administrator that preliminary conversation is being carried on with a member of his faculty.

II. *Sabbatical Leaves*

A. Principles

1. A school is responsible for making provision of time and support for the continued intellectual and spiritual growth of faculty members.
2. A teacher is responsible for taking and using to the utmost opportunities for intellectual and spiritual growth which are provided.

B. Recommended practice

1. A sabbatical leave should be provided for each member of

¹ This statement is adapted in part from the "Statement Concerning Resignations, 1929" of the American Association of University Professors published in the *Bulletin of the AAUP*, XLV, 1, (Spring, 1959) 111-112.

the faculty on indefinite tenure at least after each six years of service in a school, provided that he plans to make use of this in line with the conditions suggested below. Some schools currently provide one-half year leave after three years of full-time teaching.

2. The minimum length of such leave with full salary should be one quarter or semester plus a summer; but where a longer leave seems desirable salary adjustments should be arrived at through conference.

3. Sabbatical leave should be conceived of by the teacher and the administration as a time for deeper study, research, or writing. Where possible, location in another center of learning will add breadth to the point of view.

4. Normally the teacher will promise to return to the school which has granted the sabbatical leave and to remain at the school for a minimum of one year after the leave.

III. *Retirement*¹

A. Principles

1. The policy of a school regarding retirement "should be such as to increase effectiveness of its services as an educational institution."

2. "The policy and plan should be such as to attract individuals of the highest abilities to educational work, to increase the morale of the faculty, to permit faculty members with singleness of purpose to devote their energies to serving their institution, and to make it possible in a socially acceptable manner to discontinue the services of members of the faculty when their usefulness is undermined by age."

B. Recommended practice

1. "The retirement policy and annuity plan of an institution should be clearly defined and be well understood by both the faculty and the administration of the institution."

2. "The institution should have a fixed and relatively late retirement age, the same for teachers and administrators."

a. Fixed retirement age is usually from 65 to 70 under present circumstances.

b. Involuntary retirement before the fixed age should in all cases be considered by a joint faculty-administration committee.

¹ Ibid., 113-114.

3. The institution should provide for a system of retirement annuities. Such a system should—

a. Be financed by contributions made during the period of active service by the individual and the institution. (Some schools have their faculty in ministerial pension systems and within such pay the total cost.)

b. In a denominational school offer no less than is provided within the ministers' pension system of the denomination.

"c. Be planned to provide under normal circumstances for a retirement life annuity of approximately 50% of the average salary over the last 10 years of service, if retirement is at 70, and a somewhat higher percentage if the fixed retirement age is younger. (It is understood that the amount of the available joint life annuity on life of husband and wife would be somewhat less.)" Teachers who move to a different faculty at an age nearing retirement cannot expect the institution to assume the full burden of a pension at the suggested rate.

"d. Insure that the full amount of the individual's and institution's contribution, with the accumulations thereon, be vested in the individual, available as a benefit in case of death while in service, and with no forfeiture in case of withdrawal or dismissal from the institution.

"e. Be such that the individual may not withdraw his equity in cash but only in the form of an annuity. (To avoid administrative expense, exception might be made for very small accumulations in an inactive account.) Except when small, death benefits to a widow should be paid in the form of an annuity. Death benefits to other beneficiaries would normally be paid in cash unless provided to the contrary by the individual faculty member.

"4. When a new retirement policy or annuity plan is initiated or an old one changed, reasonable provision either by special financial arrangements or by the gradual inauguration of the new plan should be made for those adversely affected."

PROFESSIONAL ETHICS FOR TEACHERS *

Even though theological teachers are known for their profession and teaching of religious faith, they are susceptible to the temptations common to all men and especially to those which are prominent in the academic setting. A high degree of Christian moral integrity is expected of them in consonance with their faith. By their actions and words they should demonstrate that the work of teaching or administering in a theological school is an authentic form of ministry, a true vocation to the service of God. In addition to the general expectation of moral character and virtue in a person who is called to teach in a seminary, there is still a manifest need for the definition of standards of excellence and rectitude with regard to this work.

The following propositions are proposed as an attempt to set forth such a definition. They are applicable in the main to full-time teachers on theological faculties. They presuppose the norms already accepted in the document on Academic Freedom and Tenure issued by the AATS in 1960.

SIX DIMENSIONS OF ETHICAL RESPONSIBILITY

I. To One's Academic Specialty in Respect to the Intellectual Search for Truth and the Testing of It

- (a) Distinguishing knowledge which can be universally demonstrated from convictions which come by faith and opinions which cannot be proven.
- (b) Maintaining intellectual honesty and encouraging it by personal example.
- (c) Refining of professional competence and skill throughout one's lifetime by keeping abreast of current thought and using all appropriate teaching methods, as well as wisely using weekends, summers, and sabbatical leaves.
- (d) Seeking supervision and expert counsel without losing one's own independence.
- (e) Not thinking of one's own specialty more highly than one ought to think: that is, regarding it, like all other parts of the theological curriculum, as indispensable but not all-inclusive, and not presuming to pose as an expert in all fields.

* At the biennial meeting of the Association in Alexandria, Va., on June 9, 1966, the Association voted to receive the following document and make it available to the schools for their use.

(f) Maintaining a proper balance of working-time between research and class preparation, insofar as these may not always be identical.

II. *To One's Students*

(a) Giving adequate amount of time, attention, and energy to students.

(b) Respecting the students' integrity and individuality as persons and helping them face personal problems.

(c) Respecting students' religious faith and vocation, whether or not these agree with those of the professor himself.

(d) Being concerned for the nurture and maturation of the student's motivation as a minister.

(e) Remaining impartial towards one's students, avoiding both favoritism and hostility toward particular students, and avoiding preoccupation with "problem students" at the expense of others.

(f) Avoiding extreme forms of permissiveness and authoritarianism in teaching and personal relations with students.

(g) Reading and evaluating papers, theses, and examinations with care and constructive criticism.

(h) Sharing decisions concerning the total academic and/or professional destiny of students with appropriate faculty colleagues and committees.

(i) Protecting professional confidences and information that should remain the sole possession of the administration and faculty.

III. *To One's Academic Institution (Seminary, College, University) as a Community of Colleagues*

(a) Accepting a fair share of teaching assignments in accord with agreed curricular policies.

(b) Assuming a proper share—neither too little nor too much—of committee and administrative work.

(c) Restraining personal ambition for advancement, promotion, or other preferment at the expense of a colleague's position; and also showing due concern for the personal interests of colleagues.

(d) Respecting the academic specialties and viewpoints of colleagues while maintaining the right to disagree; refraining from disrespectful discussion of them in classrooms or elsewhere in the presence of students.

(e) Showing due regard for those in administrative position and for their procedures and policies; expressing legitimate disagreements in an honest and open manner without encouraging factionalism; willingly accepting supervision and helpful criticism.

(f) Abiding by all terms of a contract or agreement with the institution, as well as by faculty rules.

(g) Avoiding the misuse of the right of resignation by not indulging in threats thereof without real decision and consequent action; and by the same token, if an administrator, not threatening punitive or retaliatory action against faculty members.

(h) Deporting oneself in relation to persons outside the institution so as to bring credit, rather than disrepute, to the seminary; and not presuming to represent the mind of one's colleagues nor to involve them in controversies without prior consultation with them.

IV. *To the Kingdom of God, the Church, and One's Own Parish and Denomination*

(a) Maintaining the priority of one's ministry as a teacher in accord with the specifications of his own position; observing faithfully the regulations of one's denomination regarding ordination.

(b) Supporting one's own denomination and other churches, and refraining from falling into either cynicism or apathy towards them when expressing just criticism of their mistakes and failures.

(c) With respect to outside engagements and responsibilities, holding the factor of personal financial need in balance with that of one's duties to his institution, it being understood that the institution has a duty to the teacher to provide such adequate compensation that full-time service may justly be expected.

(d) Doing ecclesiastical work in such a way as to contribute to effective academic work and not to militate against it.

V. *To One's Social and Civic Community*

(a) Recognizing and (where possible) fulfilling one's responsibilities as a citizen in a democratic society.

(b) Relating where appropriate the values and insights of one's study, knowledge, and special talents to the well-being of society.

VI. *To One's Self as a Person*

(a) Not allowing the intellectual or functional elements of one's profession to hamper growth towards the wholeness of Christian life.

(b) Not allowing preoccupation with academic routine to hinder one's care for physical and mental fitness and social maturity.

(c) Fulfilling to the best of one's ability the responsibilities of family life.

POSSIBLE USES OF THIS DOCUMENT

1. As a self-study guide for faculty discussions in the development of a common ethical perspective.
2. As a guide to new professors for the formation of professional habits of teaching.
3. As a means of communication with boards of trustees and other responsible bodies of the constituency as to professors' self-expectations concerning their work.
4. As a supplement to the AATS document on Academic Freedom and Tenure, the aim of which is to discuss in detail the ethical responsibilities of professors.

V. THE 1968 BIENNIAL MEETING

PROGRAM

The Essential and the Peripheral in Theological Education

MONDAY, JUNE 10, 1968

- 4:00- 8:00 p.m. REGISTRATION—Loeber Hall Lounge
5:30- 6:30 p.m. DINNER—Wartburg and Koburg Dining Halls
7:00 p.m. COLLOQUIUM: Sieck Hall, Room 201-202
The Teaching of Biblical Languages Study Team
Dean Harrelson, Professor Goetchius,
and Professor Landes

TUESDAY, JUNE 11, 1968

- 8:00-10:30 a.m. REGISTRATION—Loeber Hall Lounge
(after 10:30 a.m. registration will
be held in Room 203 of Sieck Hall)
7:15- 8:30 a.m. BREAKFAST—Wartburg and Koburg Dining Halls
9:00 a.m. WORSHIP: Chapel-Auditorium Professor Hoyer
9:15 a.m. PRESIDENTIAL ADDRESS President Moss
*Contexts for Theological Education
in the Next Decade*
10:30 a.m. COFFEE—Wartburg Hall
11:00 a.m. BUSINESS AND REPORTS: Chapel-Auditorium
1. Executive Committee
Including proposed amendment to
the constitution
2. Executive Director
3. Commission on Accrediting
Procedures re membership
Music standards
Revision of standards for accrediting
12:15- 1:00 p.m. LUNCH—Wartburg and Koburg Dining Halls
2:00 p.m. BUSINESS AND REPORTS: Chapel-Auditorium
4. Committee on Standards for a Professional
Doctorate
5. Commission on Faculty Fellowships
6. Commission on Research and Counsel
5:30- 6:30 p.m. DINNER—Wartburg and Koburg Dining Halls
7:45 p.m. HEARING AND DISCUSSION WITH THE RESOURCES
PLANNING COMMISSION: Chapel-Auditorium
Other Discussion Groups—Sieck Hall Classrooms
9:15 p.m. RECEPTION FOR DELEGATES AND GUESTS—Pritzlaff
Hall

WEDNESDAY, JUNE 12, 1968

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| 7:15- 8:30 a.m. | BREAKFAST—Wartburg and Koburg Dining Halls |
| 9:00 a.m. | WORSHIP: Chapel-Auditorium Professor Hoyer |
| 9:15 a.m. | ADDRESS Professor Cooke
<i>Essentials in Theological Curriculum</i> |
| 10:30 a.m. | COFFEE—Wartburg Hall |
| 11:00 a.m. | BUSINESS AND REPORTS: Chapel-Auditorium |
| | 7. Treasurer |
| | 8. Committee on Clinical Pastoral Education |
| | 9. Commission on Christian Education |
| | 10. Financial Aid to Students |
| | 11. National Cooperative Enlistment Project |
| 12:15- 1:00 p.m. | LUNCH—Wartburg and Koburg Dining Halls |
| 2:00 p.m. | BUSINESS AND REPORTS |
| | 12. Resources Planning Commission |
| 5:30- 6:30 p.m. | DINNER—Wartburg and Koburg Dining Halls |
| 8:00 p.m. | DISCUSSION GROUPS (on addresses and reports) |

THURSDAY, JUNE 13, 1968

- | | |
|------------------|---|
| 7:15- 8:30 a.m. | BREAKFAST—Wartburg and Koburg Dining Halls |
| 9:00 a.m. | WORSHIP: Chapel-Auditorium Professor Hoyer |
| 9:15 a.m. | ADDRESS Professor Williams
<i>The Morphology of Commitment in Education for Ministry</i> |
| 10:30 a.m. | COFFEE—Wartburg Hall |
| 11:00 a.m. | BUSINESS AND REPORTS |
| | 13. Election of Officers |
| | 14. Executive Committee (supplementary) |
| | a. Election of Executive Director |
| | b. Budgets for 1968-69 and 1969-70
(Cf. Treasurer's report) |
| | c. Proposed revision of scale of dues |
| | d. Amendment of the bylaws |
| | e. Changes in Commission structure |
| | 15. Election of Commission and Committee members |
| | 16. Department of Ministry |
| | 17. Fund for Theological Education |
| | 18. Ministry Studies Board |
| | 19. Resolutions Committee |
| 12:15- 1:00 p.m. | LUNCH—Wartburg and Koburg Dining Halls |
| 1:30 p.m. | CONTINUATION OF BUSINESS REPORTS |
| | Adjournment |

PARTICIPANTS IN THE PROGRAM

Bernard Cooke, S.J., Professor of Theology, Marquette University
 George W. Hoyer, Professor of Homiletics, Concordia Seminary
 Robert V. Moss, Jr., President, Lancaster Theological Seminary
 Daniel Day Williams, Professor of Systematic Theology, Union
 Theological Seminary, New York

REGISTRATION

Representatives from Member Schools

Adams, Harry B.	Yale University Divinity School
Adams, Henry B.	San Francisco Theological Seminary
Albaugh, G. P.	McMaster Divinity College
Allison, L. M.	Erskine Theological Seminary
Anderson, Glenn P.	North Park Seminary
Anderson, Stuart LeRoy	Pacific School of Religion
Archibald, Bryan F.	Northern Baptist Seminary
Arndt, Elmer J. F.	Eden Theological Seminary
Ashley, Benedict M.	Aquinas Institute
Banks, Robert J.	St. John's Seminary
Bender, Ross T.	Goshen College Biblical Seminary
Bennett, John C.	Union Theological Seminary, N.Y.
Berquist, Millard J.	Midwestern Baptist Seminary
Binkley, Olin T.	Southeastern Baptist Seminary
Blecker, Paulin	School of Divinity St. John's University
Boggs, Jr., Wade H.	Presbyterian School of Christian Education
Brauer, Jerald C.	University of Chicago Divinity School
Broadwell, Robert E.	Union Theological Seminary, N.Y.
Brown, Frank R.	Hood Theological Seminary
Brown, Raymond Bryan	Southeastern Baptist Seminary
Buchner, Howard W.	Trinity College Faculty of Divinity
Campbell, Thomas P.	Pontifical College Josephinum
Cannon, William R.	Candler School of Theology
Capon, Edwin G.	Swedenborg School of Religion
Carleton, William A.	Golden Gate Baptist Seminary
Case, William F.	St. Paul School of Theology
Cherry, Millard R.	Acadia University School of Theology
Clifford, N. Keith	University of Chicago Divinity School
Cochrane, Arthur	Dubuque Theological Seminary
Clymer, Wayne K.	Evangelical Theological Seminary
Come, Arnold B.	San Francisco Theological Seminary
Contos, Leonidas C.	Holy Cross School of Theology
Cooper, Charles M.	Pacific Lutheran Theological Seminary
Copher, Charles B.	Interdenominational Theological Center
Cushman, Robert E.	The Divinity School, Duke University
Davis, Walter Bruce	Eastern Baptist Theological Seminary
Day, Edward	Mt. St. Alphonsus Seminary

Dekker, Harold	Calvin Theological Seminary
Devenny, Joseph A.	Weston College
De Wolf, L. Harold	Wesley Theological Seminary
Dillenberger, John	Graduate Theological Union
Draewell, David J.	North American Baptist Seminary
Dunn, Paul R.	Andover Newton Theological School
Dunn, Van Bogard	Methodist Theological School
Dunstan, J. Leslie	Andover Newton Theological School
Eddleman, H. Leo	New Orleans Baptist Seminary
Falk, Conrad	Immaculate Conception Seminary
Fauth, Robert T.	Eden Theological Seminary
Feilding, Charles	Trinity College
Fendt, Edward C.	Evangelical Lutheran Seminary
Fennell, William O.	Emmanuel College
Fitzpatrick, Jr., Mallary	Hartford Seminary Foundation
Foisy, Leonard R.	St. John's Seminary
Frost, Stanley B.	McGill University
Froyd, Milton C.	Colgate Rochester Divinity School
Fuerbringer, Alfred O.	Concordia Seminary
Fuerst, Adrian	Saint Meinrad School of Theology
Gandy, Samuel L.	Howard University School of Religion
Gessell, John M.	School of Theology, University of the South
Gettemy, James N.	Hartford Seminary Foundation
Goetchius, E.	Episcopal Theological School
Graves, Allen W.	Southern Baptist Seminary
Graves, Harold K.	Golden Gate Baptist Seminary
Groff, Warren F.	Bethany Theological Seminary
Grounds, Vernon	Conservative Baptist Seminary
Gunnemann, Louis H.	United Theological Seminary of the Twin Cities
Guthrie, Harvey H.	Episcopal Theological School
Hanhort, Karl	Dubuque Theological Seminary
Hansen, Olaf	Luther Theological Seminary
Harnish, J. Lester	Eastern Baptist Theological Seminary
Harr, Wilber C.	Evangelical Theological Seminary
Harrelson, Walter	Vanderbilt University
Harris, Charles U.	Seabury-Western Seminary
Hay, J. C.	Knox College
Heacock, Joe Davis	Southwestern Baptist Seminary
Healey, Robert	Dubuque Theological Seminary

Heaton, C. Adrian.....	California Baptist Seminary Berkeley Baptist Divinity School
Heiges, Donald R.	Lutheran Seminary at Gettysburg Lutheran Seminary at Philadelphia
Henderson, R. Melvin.....	Crozer Seminary
Henson, E. D.....	Brite Divinity School
Herman, Stewart W.....	Lutheran School of Theology
Hickey, Handley A.....	Payne Theological Seminary
Hilgert, Earle.....	Andrews University
Hiltner, Seward.....	Princeton Theological Seminary
Holcomb, Walter L.....	Boston University, School of Theology
Holter, Don W.....	Saint Paul School of Theology
Hommes, Tjaard.....	Harvard Divinity School
Hubbard, David Allan.....	Fuller Theological Seminary
Huenemann, R. H.....	United Theological Seminary of the Twin Cities
Hull, William E.....	Southern Baptist Seminary
Ingram, Jr., W. T.....	Memphis Theological Seminary
Jackson, Gordon E.	Pittsburgh Theological Seminary
James, Allix B.....	Virginia Union University School of Religion
Jamison, Wallace N.....	New Brunswick Theological Seminary
Jay, C. Douglas.....	Emmanuel College
Jay, Eric G.....	McGill University
Jensen, Theodore I.....	Wartburg Theological Seminary
Johnson, Gordon.....	Bethel Seminary
Jones, Harry H.....	Berkeley Divinity School
Jones, James.....	Immaculate Conception Seminary
Joyce, J. Daniel.....	Phillips Graduate Seminary
Kalland, Earl S.....	Conservative Baptist Seminary
Kantzer, Kenneth S.....	Trinity Evangelical Divinity School
Kelly, Balmer H.	Union Theological Seminary in Virginia
Kerr, David W.....	Gordon Divinity School
Keyes, C. D.....	General Theological Seminary
Knecht, John R.....	United Theological Seminary
Knutson, Kent S.....	Luther Theological Seminary
Kraemer, Charles E. S.....	Presbyterian School of Christian Education
LeFevre, Perry.....	Chicago Theological Seminary
Lemke, Werner.....	Colgate Rochester Divinity School
Leupold, Ulrich S.....	Waterloo Lutheran Seminary
Losh, Paul T.....	Central Baptist Theological Seminary
Louis, Conrad.....	Saint Meinrad School of Theology
Luebke, Martin.....	Concordia Theological Seminary
Lund, L. Dale.....	Lutheran School of Theology
Lundquist, Carl H.....	Bethel Seminary

Malone, Edward F.	Maryknoll Seminary
Manthei, Edward F.	Chicago Theological Seminary
McCall, Duke K.	Southern Baptist Seminary
McCallum, J. Malcolm.	Phillips Graduate Seminary
McCord, James I.	Princeton Theological Seminary
McCort, Elizabeth.	Dubuque Theological Seminary
McKay, Arthur R.	McCormick Theological Seminary
McKay, Orville H.	Garrett Theological Seminary
McKinney, James C.	Southwestern Baptist Seminary
Meyer, Carl S.	Concordia Seminary
Miller, Donald G.	Pittsburgh Theological Seminary
Morden, J. Grant.	Huron College
Morgan, Ivan C.	McMaster Divinity College
Morrison, Clinton D.	Louisville Presbyterian Seminary
Morton, William H.	Midwestern Baptist Seminary
Moss, Jr., Robert V.	Lancaster Theological Seminary
Naylor, Robert E.	Southwestern Baptist Seminary
Neal, Kenneth W.	Illiff School of Theology
Nelson, C. Ellis.	Union Theological Seminary, N.Y.
Newberry, Gene W.	Anderson College School of Theology
Norris, Beauford A.	Christian Theological Seminary
Northcutt, Jesse.	Southwestern Baptist Seminary
O'Brien, Robert E.	Woodstock College
Oden, Thomas C.	Phillips Graduate Seminary
Osborn, Ronald E.	Christian Theological Seminary
Parke-Taylor, Geoffrey.	Huron College
Parres, Cecil L.	St. Thomas Seminary
Petersen, Lorman M.	Concordia Theological Seminary
Preus, J. A. O.	Concordia Theological Seminary
Price, Jr., John M.	New Orleans Baptist Seminary
Quillian, Jr., Joseph D.	Perkins School of Theology
Repp, Arthur C.	Concordia Seminary
Richards, J. McDowell.	Columbia Theological Seminary
Richardson, Harry V.	Interdenominational Theological Center
Ridder, Herman J.	Western Seminary
Rising, Richard L.	Seminario Episcopal Del Caribe
Ritz, Gale.	Winebrenner Theological Seminary
Robb, Thomas B.	San Francisco Theological Seminary
Robinson, Paul M.	Bethany Theological Seminary
Rogers, William F.	Eden Theological Seminary

Rogness, Alvin N.....	Luther Theological Seminary
St. Amant, Penrose.....	Southern Baptist Seminary
Saunders, Ernest W.....	Garrett Theological Seminary
Schick, Edwin A.....	Wartburg Seminary
Schneider, Stanley D.....	Evangelical Lutheran Seminary
Schnucker, Calvin.....	Dubuque Theological Seminary
Seats, V. Lavell.....	Midwestern Baptist Seminary
Sheridan, E. F.....	Regis College
Shrout, Thomas R.....	Missouri School of Religion
Shultz, Joseph R.....	Ashland Theological Seminary
Skoglund, John E.....	Colgate Rochester Divinity School
Stair, Jr., Fred R.....	Union Theological Seminary in Virginia
Stanger, Frank Bateman.....	Asbury Theological Seminary
Stitt, David L.....	Austin Presbyterian Seminary
Stowe, Eugene L.....	Nazarene Theological Seminary
Strong, Raymond L.....	Evangelical Seminary of Puerto Rico
Sutherland, Jr., Malcolm R....	Meadville Theological School
Swan, Lowell B.....	Iliff School of Theology
Switzer, David K.....	Perkins School of Theology
Taylor, Mendell.....	Nazarene Theological Seminary
Theisen, Reinold.....	School of Divinity, St. John's University
Thielen, Thoralf T.....	Pontifical College Josephinum
Thomas, Robert L.....	Talbot Theological Seminary
Traina, Robert A.....	Asbury Theological Seminary
Trotter, F. Thomas.....	School of Theology at Claremont
Trotter, Jesse M.....	Protestant Episcopal Theological Seminary in Virginia
Tucker, William E.....	Brite Divinity School
Vanderlip, D. George.....	Northern Baptist Seminary
Van Dusen, Henry P.....	Union Theological Seminary, N. Y.
Veninga, Frank.....	North American Baptist Seminary
Von Rohr, John.....	Pacific School of Religion
Waltner, Erland.....	Mennonite Biblical Seminary
Wegner, Walter.....	Concordia Seminary
Wehrli, Eugene S.....	Eden Theological Seminary
Weingart, Richard E.....	Hartford Seminary Foundation
Weinlick, John R.....	Moravian Theological Seminary
Wells, Ronald V.....	Crozer Seminary
Welsh, W. A.....	Lexington Theological Seminary
Wenger, Eugene.....	Evangelical Theological Seminary
Wentz, Frederick K.....	Hamma School of Theology
Wesche, Kenneth P.....	Western Evangelical Seminary
Wessels, Cletus.....	Aquinas Institute School of Theology
Whittaker, Frederick W.....	Bangor Theological Seminary
Wilburn, Ralph G.....	Lexington Theological Seminary
Williams, Daniel D.....	Union Theological Seminary, N.Y.
Williams, Jr., Prescott H.....	Austin Presbyterian Seminary

Winn, Albert C.....	Louisville Presbyterian Seminary
Young, Fred E.	Central Baptist Theological Seminary
Zeidler, C. H.....	Northwestern Lutheran Seminary

Guests

Allen, Jr., Yorke	Sealantic Fund, Inc.
Bachmann, E. Theodore.....	Board of Theological Education Lutheran Church in America
Baer, Jr., Richard A.....	Earlham School of Religion
Baumgaertner, Wm.	St. Paul Seminary
Bechtold, Paul.....	Catholic Theological Union
Biersdorf, John E.....	National Council of Churches
Campbell, Donald K.....	Dallas Theological Seminary
Canfield, John J.....	St. Mary's Seminary
Chow, Timothy Y. H.....	Trinity Theological College
Christman, J. Creighton.....	Evangelical Congregational School of Theology
Clowney, Edmund P.....	Westminster Theological Seminary
Coerver, Robert F.....	Kenrick Seminary
Cooke, Bernard.....	Marquette University
Coyle, T. W.....	Bishops' Committee on Priestly Formation
Dampier, Joseph H.....	Emmanuel School of Religion
Deem, Warren H.....	Arthur D. Little, Inc.
Dilella, Alexander A.....	Holy Name College
Ernst, Albert C.....	Notre Dame Seminary
Falanga, Anthony	Kenrick Seminary
Flinn, Robert J.....	Divine Word Seminary
Freundt, A. H.....	Reformed Theological Seminary
Goltermann, Samuel I.	Board for Higher Education The Lutheran Church-Missouri Synod
Gregson, John W.....	North American Theological Seminary
Harris, R. Laird.....	Covenant Theological Seminary
Harrison, Paul M.	Pennsylvania State University
Henry, Charles.....	Catholic Seminary of Indiana
Hibbitts, J. B.....	University of King's College
Hill, Richard A.....	Alma College
Klassen, A. J.....	Mennonite Brethren Biblical Seminary
Larsen, William.....	Board of Theological Education The American Lutheran Church
Leavenworth, J. Lynn.....	Department of Theological Education American Baptist Convention
Lewis, J. Douglass	National Council of Churches
Maguire, Alban A.	Holy Name College
Mare, W. Harold	Covenant Theological Seminary

McCulloh, Gerald O.....	Department of the Ministry United Methodist Church
Meister, John W.....	Council on Theological Education United Presbyterian Church, U.S.A.
Miller, Jr., William L.....	Commission of Theological Education Christian Church (Disciples)
Mostert, John	Accrediting Association of Bible Colleges
Murray, Robert E.....	Bellarmino School of Theology
O'Rourke, John.....	St. Charles Seminary
Puxley, Canon H. L.	Ecumenical Institute of Canada
Rasmussen, Robert D.....	Department of Theological Education American Baptist Convention
Rooks, Charles Shelby.....	The Fund for Theological Education
Ryland, Ray.....	Center for Christian Renewal
Schlichte, George A.....	Pope John XXIII National Seminary
Shaw, Mario	Catholic Seminary of Indiana
Sherry, Paul H.	Board for Homeland Ministries United Church of Christ
Smith, James E.....	Seminary of St. Vincent de Paul
Smith, M. H.....	Reformed Theological Seminary
Stahl, Robert J.	Notre Dame Seminary
Van Ackeren, Gerald.....	St. Louis University, School of Divinity
Waltke, Bruce K.....	Dallas Theological Seminary
Weber, Thomas H.....	St. Mary Seminary
Welsh, Thomas J.....	St. Charles Seminary
West, Jr., W. B.....	Harding Graduate School of Religion
Wilke, Harold H.....	Council for Church & Ministry United Church of Christ
Williams, Charles G.....	Lilly Endowment, Inc.
Zorn, Robert M.....	Concordia Seminary, India

MINUTES OF MEETING

June 10-13, 1968

Concordia Seminary, St. Louis, Missouri

Tuesday, June 11, 1968

1. President Robert E. Naylor of the Southwestern Baptist Theological Seminary read the minute memorializing the Rev. James Archibald Jones, Jr. (cf. *Bulletin* 28, pp. 97-98).

2. At 10:15 A.M. President Moss summarized the Report of the Executive Committee:

Voted: To confirm the mail vote of the Association admitting as Associate Members the following schools: The Episcopal Seminary of the Caribbean, Puerto Rico; Saint Meinrad School of Theology of Indiana; Saint Vincent's Seminary of Latrobe, Pennsylvania; Talbot Theological Seminary, LaMirada, California; Immaculate Conception Seminary, Conception, Missouri; Pontifical College Josephinum, Worthington, Ohio; Seminary of Our Lady of Angels, Albany, New York; Regis College, Toronto, Ontario; St. John's Seminary, Brighton, Massachusetts; St. John's Provincial Seminary, Plymouth, Michigan; St. John's University School of Divinity, Collegeville, Minnesota; St. Thomas Seminary School of Theology, Denver, Colorado.

Voted: To admit as Associate Members the following seminaries as recommended by the Executive Committee: Alma College, Los Gatos, California; Bellarmine School of Theology, North Aurora, Illinois; Holy Cross Greek Orthodox School, Brookline, Massachusetts; Notre Dame Seminary, New Orleans, Louisiana; St. Ber-

nard's Seminary, Rochester, New York; St. Mary's Seminary, Baltimore, Maryland; Seminary of St. Vincent De Paul, Boynton Beach, Florida.

Voted: To adopt the amendment to the Constitution proposed by the Executive Committee for the distribution of assets in the event of the dissolution of the American Association of Theological Schools.

Voted: To confirm the election of Dr. David S. Schuller to a three-year term as Associate Director.

Voted: To confirm the resolution regarding the term of service of Mr. Aute L. Carr presented by Dean J. Daniel Joyce of Phillips Graduate Seminary in the form of a letter of commendation and gratitude.

"The American Association of Theological Schools, meeting in its 26th Biennial Session in St. Louis, Missouri, on June 11, 1968, by action of the Association expresses its great gratitude to Aute L. Carr for three years of excellent service to this body terminating on March 1, 1968.

We appreciate the great amount of study and careful research on various phases of our corporate life done by Aute Carr. His relationships with other organizations on behalf of our Association were greatly advantageous to our common endeavor. The goodwill that he fostered has strengthened our relationships.

We express our deep concern for the health of Mrs. Carr and extend our best wishes for her improvement.

The Association shall continue to be thankful for his faithful service and the relationship which we sustained to him and shall continue to sustain."

At this time President Moss presented for later consideration in this meeting a new schedule of dues.

President Moss reported the following grants received during the biennium:

- (1) terminal grant of \$9,000 for *Theological Education* from the Lilly Endowment;
- (2) grant of \$131,154 from the Sealantic Fund for the work of the Resources Planning Commission;
- (3) grant of \$35,000 by the Sealantic Fund for the Philadelphia Case Study of the Resources Planning Commission to match funds provided by the schools involved;
- (4) grant of \$750 from the Lilly Endowment to be transmitted to the Divinity School of Vanderbilt University for a pilot project in the teaching of biblical languages and in the study of language and its significance.

President Moss presented for later discussion the following proposed bylaw:

“‘Contributed services’ shall be included in the total annual operating expenditure by a computation which uses either the medians for comparable AATS member schools or the medians of the larger institution of which the member school may be a part, the basis of computation to be the choice of the member school.”

3. President Rogness reported for the Commission on Accrediting with the following actions taken—

In re 8, page 18 *Procedures regarding accreditation*:
Voted: To insert after II, B, 5 a new section b as follows:

“Recommended that the school be granted provisional accreditation, with or without notations, for a period of two years. On reexamination, the Commission may recommend accreditation, deny accreditation or extend provisional accreditation for a period not to exceed two years. The maxi-

imum period of conditional accreditation may be no longer than four years."

In re *Proposed Standards for Graduate Degrees in Church Music*:

Voted: To adopt Part B of this report with modifications as necessary to bring the same into line with AATS Standards.

In re *Proposed Revision of Standards for Accrediting*:
(cf. *Bulletin* 28, pp. 9-20)

Voted: To adopt the preamble (page 24 of *Program and Reports*) in its entirety.

Voted: To adopt *Standards of Admission*.

Voted: To adopt *Duration of the Course of Study*.

The Association adjourned for luncheon at 12:15 P.M., reconvening at 2:00 P.M.

Voted: To adopt *Fields of Study and Balance of Curriculum*.

Voted: To adopt Section 4 on *Faculty* amended as follows:

"An accedited theological school or cluster should provide adequate instruction in the fields of study indicated above and should include for a single school at least six full-time professors or for a cluster of schools at least ten full-time professors whose instruction shall be distributed over the four years . . ."

Voted: To adopt Section 5 on *Administration and Controls*.

Voted: To adopt Section 6 on *Student Life and Work*.

Voted: To adopt Section 7 on *Facilities and Finances*.

Voted: To adopt Section 8 on *General Tone and Quality*.

Voted: To adopt Section 9 on *Library Standards for*

the Basic Theological and Christian Education Programs.

Voted: To adopt Section 10 on *Conditions and Nomenclature for Advanced Degrees.*

Voted: To adopt Section 11 on *The Master's Degree in Religion and Theological Studies.*

Voted: To adopt Section 12 on *Research-Oriented or Academic Doctorate.*

4. Professor Seward Hiltner made the report as chairman of the Committee on Standards for a Professional Doctorate.

In re *The Doctor's Degree In Ministry* (see pp. 35ff. of *Program and Reports*)

Voted: That this report be received as a whole for discussion.

Voted: To amend the second paragraph of the Introduction on p. 35 to read as follows:

"The provisional standards which follow shall be understood to apply to single schools and to groups of schools offering a professional doctoral program to encourage continuing experimentation and to be applied in a counseling manner rather than in an accrediting manner for the next biennium."

Voted: To adopt Section II on *Criteria Governing the Program.*

Voted: To adopt Section III on *Qualifications and Procedures for Admission* with the following amendments and qualifications:

Item A 2. Amended as follows: "He shall demonstrate his ability to make effective use of such languages as are essential to the fulfillment of his doctoral study."

Item A 5. Material in parenthesis to be withdrawn.

In re Section IV *The Character of the Program.*

Voted: To refer this entire matter to the Executive Committee to reschedule for later consideration in this meeting.

The meeting adjourned for dinner, reconvening at 7:00 P.M.

Voted: To adopt 1, 2, 3, 4 of Section IV on *The Character of the Program.*

Voted: To amend Item 5 as follows: "At an appropriate point in a student's doctoral study, the school shall require him to pass general or comprehensive examinations or their equivalent in which the following shall be tested: Mastery of the basic knowledge in the student's special area; capacity to relate material in the cognate secular disciplines to his area; an ability to relate his theological and secular knowledge to professional practice."

Voted: To adopt Section V on *Enabling Resources*, amending Item 2 to read as follows:

"Any school offering the professional doctoral program must demonstrate to the AATS that sufficient faculty, library, and physical resources are involved to maintain that doctoral program."

In re Section VI on *Accreditation materials.*

Voted: To adopt with the following amendments and modifications: Delete Item 3. Amend Item 4 to read: "Sample copies of comprehensive examinations or their equivalent;" Amend Item 5 to read: "Copies of the dissertations or project reports."

Voted: To remit the document entitled *The Doctor's Degree in Ministry* to the Commission on Ac-

crediting to use as guidelines in evaluating professional doctoral programs.

Voted: That the President be asked to appoint a special committee to investigate the question as to whether the Association as a whole should recommend a change from the B.D. degree to a professional doctorate as a first theological degree.

Wednesday, June 12, 1968

5. President Donald R. Heiges reported for the Commission on Faculty Fellowships (cf. pp. 133-135).

Voted: To accept the report.

6. Professor C. Ellis Nelson reported for the Commission on Research and Counsel (cf. pp. 135-138).

Voted: To adopt the report.

7. President Paul M. Robinson summarized the Treasurer's report (cf. pp. 139-154).

Voted: To accept the report.

8. Professor John M. Gessell reported for the Committee on Clinical Pastoral Education (cf. pp. 156-160).

Voted: To receive the report.

9. President C. Adrian Heaton reported for the Commission on Christian Education (cf. pp. 160-161).

Voted: To receive the report.

10. Dr. Robert Rasmussen, Department of the Ministry of the American Baptist Convention, introduced the Rev. Douglass Lewis, who submitted a progress report on the National Cooperative Enlistment Project.

Voted: To receive the report.

11. Mr. Robert E. Broadwell presented the report of the Committee on Student Financial Aid (cf. pp. 162-167).

Copies of the Principles of Student Financial Aid as they appear in *Bulletin 27* were distributed.

Voted: To amend No. 7 as follows:

“In the case of a married student with no children, the spouse who has completed her education is normally expected to be gainfully employed.”

The Executive Committee of the AATS is asked to study the question of implementation of the Principles of Student Financial Aid and report to the next biennial meeting.

Voted: To extend the session ten minutes for discussion of these revisions.

Voted: To refer the document back to the committee for study asking them to report at the conclusion of business today.

The Association adjourned for lunch at 12:15 P.M., reconvening at 2:00 P.M.

Voted: To finish the revision of the Principles of Student Financial Aid.

Voted: To amend principle No. 4 to read “Financial assistance consists of grants (which include scholarships, grants-in-aid, field education grants, and prizes), loans, and employment.”

Voted: To amend principle No. 7 further as follows:
“The spouse’s total earnings are to be considered as a part of the total family income. Because of the importance of this source of income, student couples who hope for financial aid should not normally anticipate that increased aid from the seminary will offset loss of income resulting from the wife having children.”

Voted: To consider the question of terminology in financial aid for theological students and report to the next biennial meeting.

Voted: To receive the report.

12. President Arthur R. McKay introduced the report of the Resources Planning Commission.

During the discussion from the floor the Chairman recognized Mr. Robert Bonthius of the Urban Action Training Coalition who read a prepared statement.

Voted: To request the Executive Director to secure copies of Mr. Bonthius' statement for distribution to the membership.

It was moved that the Executive Committee find some strategy by which conversation can be continued between the action training centers and the AATS.

Voted: To table this matter until the supplementary report of the Executive Committee has been heard.

It was moved that recommendation No. 1 of the RPC report be adopted. A motion to table and continue discussion until 5:00 P.M. was voted.

The Association adjourned for dinner at 5:00 P.M., reconvening at 9:00 P.M.

Voted: To take the previous motion from the table.

Following discussion it was

Voted: To adopt recommendation No. 1.

Voted: To adopt recommendation No. 2 as amended to read "makes this report available."

Voted: To adopt recommendation No. 3 as amended to read "makes this report available."

Voted: To adopt recommendation No. 4.

As chairman of the Resources Planning Commission, President McKay thanked the AATS staff and the Sealantic Fund, Inc., particularly Mr. Yorke Allen, Jr.

Voted: To discharge the Resources Planning Commission.

The Executive Director invited the membership to submit articles reflecting the kind of comment that had been made from the floor in opposition to the report of the Resources Planning Commission. Within the next twelve months a full issue of *Theological Education* will be devoted to continuation of this dialogue.

The Association adjourned at 10:10 P.M.

Thursday, June 13, 1968

13. At 11:00 P.M. President Robert E. Naylor presented the report of the Nominating Committee as follows:

President President Arthur R. McKay
Vice-President Dean William R. Cannon
Secretary President Frederick W. Whittaker
Treasurer Dean Gene W. Newberry

Voted: To elect by acclamation the officers nominated by the Committee.

Voted: To elect President Robert V. Moss, Jr., Dean Edward F. Malone, Dean Krister Stendahl to the Class of 1974 on the Executive Committee.

Voted: To elect Dean Allix B. James to fill the unexpired term of President Arthur R. McKay in the Class of 1970 on the Executive Committee.

14. Jesse H. Ziegler summarized the report of the Ministry Studies Board.

Voted: To accept the report.

15. President Moss gave the supplementary report of the Executive Committee.

Voted: To elect Jesse H. Ziegler as Executive Director of the Association for the term beginning July 1, 1968, to June 20, 1970.

Voted: To approve the appointment of the Rev. Richard L. Rising, Dean of the Episcopal Seminary of the Caribbean, as an intern within the AATS

staff for a term of not less than six months nor longer than one year.

Voted: To adopt the budget for 1968-69.

Voted: To adopt the budget for 1969-70.

A substitute proposed increase in the scale of dues was circulated to the membership for discussion.

Voted: That the second proposal be substituted for the original as a basis for dues (cf. change in by-laws below). and that before the next meeting of the Association, the Executive Committee study the whole question of dues and in connection with the next budget provide the Association with a careful estimate of the income which will be produced.

16. The Rev. C. Shelby Rooks reported for the Fund for Theological Education (cf. *Program and Reports* pp. 80ff.). Mr. Rooks offered the assistance of the staff to the schools of the AATS in working at the problem of flexibility in the admission of Negro students.

Voted: To receive the report.

Voted: To amend the preceding vote as follows: The Association accepts the report and in accordance with the resolution within the report encourages its member schools to consider exercising greater flexibility in the admission of Negroes.

17. Continuation of the supplementary report of the Executive Committee:

Voted: To accept the recommendation of the Executive Committee on the following change in by-laws:

1. Article V, Section 1, amend to replace the present table of categories with dues by the scale of charges as follows:

Minimum dues shall be \$215;

Rates shall be 0.0015 of total annual operating expenditures for the preceding year up to \$1,000,000;

If expenditures are between \$1,000,000 and \$2,000,000: \$1,500 + 0.0004 on all above \$1,000,000;

If expenditures are between \$2,000,000 and \$3,000,000: \$1,900 + 0.0002 on all above \$2,000,000;

If expenditures are above \$3,000,000: \$2,100 + 0.0001 on all above \$3,000,000.

2. *Inspection and reevaluation costs*

A fee of one hundred dollars is charged for any inspection or reevaluation of a school by the Commission on Accrediting. All costs of the team representing the Commission are charged to the school.

Voted: To accept the recommendation of the Executive Committee on the following constitutional amendment:

In order to enlist, when it seems desirable to the Association, persons from outside the membership of the Association—

Amend Article VII, Section 2 to read as follows:

2. OTHER COMMISSIONS. Other commissions shall consist of nine persons elected by a two-thirds vote of the members of the Association present and voting after nomination by the Executive Committee. . .

Voted: To accept the nominees for membership on the Commission on Accrediting.

Voted: To accept the nominees for membership on the Commission on Faculty Fellowships.

Voted: To accept the nominees for membership on the Resources Planning Commission.

Voted: To accept the nominees for membership on the Commission on Christian Education.

Voted: To accept the nominees for membership on the Committee on Supervision in Field Education.

Voted: To accept the nominees for the Committee on Student Financial Aid.

Voted: To accept the nominees to the *Theological Education* Advisory Committee.

Voted: To accept the nominees for appointments to various committees and agencies.

Voted: To accept a system of notations for Associate Member schools (cf. pp. 25-26).

President Moss reported the action of the Committee on Bangor Theological Seminary and on multi-level institutions.

Voted: To receive the supplementary report.

Voted: To authorize the appointment by the Executive Committee of commission members from outside the membership of the AATS to the Resources Planning Commission.

18. The Rev. John Biersdorf summarized the report on the Department of the Ministry, NCC.

Voted: To receive the report.

19. The Executive Director invited the membership to participate in the Winter edition of *Theological Education* by submitting articles commenting on the report of the Resources Planning Commission.

20. President Beauford A. Norris read the report of the Courtesies Committee (cf. pp. 175-176).

Voted: To adopt the report.

21. President Moss introduced the officers for the coming biennium and the meeting adjourned at 12:45 P.M. with a benediction by President McKay.

JESSE M. TROTTER, *Secretary*

MEMORIAL STATEMENT: PRESIDENT JAS. A. JONES

James Archibald Jones, Jr., President of Union Theological Seminary, in Richmond, Virginia, embodied in an unusual degree the fellowship, the striving for academic excellence, the sense of divine commission in the training of a Christian ministry, which constitute the founding purpose of the American Association of Theological Schools. In his death, 1966, this Association lost one of its finest leaders and warmest spirits.

Born in North Carolina, his educational preparation for the ministry included a degree from Davidson College, two degrees from the Union Theological Seminary in Richmond, Virginia, with continuing study in the University of Edinburgh. Honorary degrees were conferred on him by Hampton Sidney College and Davidson College.

He was ordained to the ministry of the Presbyterian Church in the United States in 1935. There followed a twenty year pastoral ministry serving first in the First Presbyterian Church in Henderson, North Carolina, and then the Myers Park Presbyterian Church in Charlotte from 1939-1955. At this time, he became president of the Union Theological Seminary in Virginia, where he served until his death.

Within his church and denomination, he served as a member of the General Council of the Presbyterian Church in the United States and later as its chairman. He was chairman of the Board of World Missions, being special preacher and missions counselor in the Congo, twice in Brazil and in Portugal.

The dimension of leadership which he brought to this Association is indicated by the honors accorded him and the places of leadership in which he served. He was a member of the Executive Committee of the AATS from 1956 until the time of his death and chairman of that committee from 1962-1964. He was an ex-officio member of the Commission on Accrediting of this organization from 1960-1964. He was the president of AATS during the biennium 1960-1962.

It is in the realm of the spirit that the measure of a man is best discerned. In his presidential address in Toronto in 1962, we are provided a quick insight into the incisiveness of his understanding, his participation in the prophetic, his impatience with pretense, and his innate reverence before God. Listen to what he said:

"We are not here to scratch one another's back nor to console ourselves that our local miseries are not local but the occupational illnesses of our guild. We are here rather to work."

"We need men in the ministry who know something. I mean, rather, men who know something specific with reference to the substance and simplicity of the Gospel of Jesus Christ."

"By and large theological education is the venture of the committed."

"The Almighty has His devices for those who try to put Him under house-arrest."

"It is their vocational function to hold back on a sure word until more evidence is in."

"The prophets . . . said something plainly and they said it as if they were sure."

"The function of the ministry is to herald a word, to say clearly, winsomely, urgently, incarnately and corporately something unbelievable about the love of God and his initiating providence in the affairs of man."

"We shall have to maintain our sensitivity to our share in the making of prophets."

Thus, in our own official records, we find the fitting memorial. In the economy of grace, Jas. A. Jones is absent from us and present with us. The direction of this organization will bear his imprint. We thank God upon every remembrance of him.

ROBERT E. NAYLOR, *President*
Southwestern Baptist Theological Seminary

REPORT OF THE EXECUTIVE COMMITTEE

During the current biennium the Executive Committee has met three times: June 10, 1966, in Alexandria, Virginia; December 19-20, 1966, Dayton, Ohio; and December 17-18, 1967, in Dayton, Ohio. The Committee will meet again on June 10, 1968, in St. Louis, Missouri, and a supplementary report of that meeting will be made to the Association during the biennial meeting.

As you are aware, it is the responsibility of the Executive Committee to act for the Association between biennial sessions, serve as a board of review to hear appeals concerning actions of commissions and officers of the Association, approve the budget for the ensuing biennium for adoption by the Association, elect staff officers of the Association other than the Executive Director, determine the salaries of officers employed by the Association, nominate the Executive Director and persons to fill vacancies in all commissions, prepare the program for the biennial meeting, and propose for associate membership those institutions in the United States and Canada which have met the conditions for associate membership prescribed by the Association.

Time and space prevent the Executive Committee from making a full report on all of its deliberations and actions during the period since the last biennial meeting. However, many of its decisions and much of its thinking will be reflected in the reports of officers, committees, and commissions to be presented for consideration and action at this meeting. We do call to your attention the following decisions and recommendations:

1. *Schools recommended for associate membership.* During the biennium the Executive Committee recommended to the Association the admission of: The Episocopal Seminary of the Caribbean, Puerto Rico; Saint Meinrad School of Theology of Indiana; Saint Vincent's Seminary of Latrobe, Pennsylvania; Talbot Theological Seminary, LaMirada, California; Immaculate Conception Seminary, Conception, Missouri; Pontifical College Josephinum, Worthington, Ohio; Seminary of Our Lady of Angels, Albany, New York; Regis College, Toronto, Ontario; St. John's Seminary,

Brighton, Massachusetts; St. John's Provincial Seminary, Plymouth, Michigan; St. John's University School of Divinity, Collegeville, Minnesota; St. Thomas Seminary School of Theology, Denver, Colorado, to associate membership. The member schools voted by mail ballot to accept the recommended schools into associate membership. It would be appropriate to confirm that action for the record by vote at this time.

2. *Amendments to the constitution proposed.*

- (1) In order to be completely clear on our non-profit status—

Amend by the addition of the following paragraph as Article IX:

IX. DISTRIBUTION OF ASSETS IN THE EVENT OF DISSOLUTION

In the event of the dissolution of the Association its assets available for distribution shall be distributed to the member schools in proportion to their payment of dues in the year of dissolution, except that unexpended portions of grants received from foundations for specific educational purposes, such as but not limited to research, study projects, scholarships and fellowships, shall be returned to the foundation-donors.

The present articles IX and X shall be renumbered X and XI respectively.

- (2) In order to enlist, when it seems desirable to the Association, persons from outside our member schools—

Amend Article VII, Section 2 as follows:

2. OTHER COMMISSIONS. Other commissions shall consist of nine persons elected by a two-thirds vote of the members of the Association present and voting after nomination by the Executive Committee. . .

3. *Election of associate director confirmed.* The Executive Committee at its meeting on December 19-20, 1966,

elected Dr. David S. Schuller, a member of the faculty of Concordia Seminary, St. Louis, Missouri, to a three-year term as associate director. The Committee now seeks confirmation of that action by the Association.

4. *Resignation of assistant director accepted.* The Executive Committee at its meeting on December 17-18, 1967, accepted the resignation of Mr. Aute L. Carr as assistant director effective June 30, 1968, at the same time expressing appreciation for Mr. Carr's service to the Association and granting him special leave beginning March 1 and continuing the remainder of his term of office.

5. *Executive committee to meet semiannually.* In view of the developing program of the Association and the rapidity of change in theological education, the Executive Committee voted to meet twice annually in nonbiennial meeting years.

6. *1970 meeting set for So. California.* The Executive Committee voted to accept the invitation of the School of Theology at Claremont, California, to hold the biennial meeting of the Association on its campus during the week of June 14-20, 1970.

7. *Sponsorship of Committee on Student Financial Aid continued.* The Executive Committee voted to continue for two years sponsorship along with the National Council of Churches of the Committee on Student Financial Aid.

8. *Changes in selective service protested.* On instruction by the Executive Committee, the Executive Director and the President registered with the National Security Council a concern that proposed changes in Selective Service regulation and specifically the decision to discontinue deferments for graduate students except in scientific and technological fields, might result in the neglect of the humanities, including theology.

9. *Dues set for clusters.* The Executive Committee gave consideration to the question of dues which should be charged to federations or clusters of schools accepted into membership of the Association. The Committee calls to the attention of the Association the following interpretation adopted at its December 1967 meeting:

The AATS membership dues of the federation shall, therefore, be based upon its total annual operating expenditures, including those items specifically named in section V of the bylaws, less those items in the budget contributed by institutions and included in the calculation of their own AATS dues.

10. *Foundation grants received.* During the biennium the Association has received notice of the following new grants from foundations:

- (a) A terminal grant of \$9,000 for *Theological Education* from the Lilly Endowment;
- (b) A grant of \$131,000 from the Sealantic Fund for the work of the Resources Planning Commission;
- (c) A grant of \$35,000 by the Sealantic Fund for the Philadelphia Case Study of the Resources Planning Commission to match funds provided by the schools involved;
- (d) A grant of \$750 from the Lilly Endowment to be transmitted to the Divinity School of Vanderbilt University for a pilot project in the teaching of biblical languages and in the study of language and its significance.

11. *Amendment to bylaws recommended.* The Executive Committee recommends to the Association the following bylaw which is to be included under V. Dues and Fees:

“ ‘Contributed services’ shall be included in the total annual operating expenditure by a computation which uses either the medians for comparable AATS member schools or the medians of the larger institution of which the member school may be a part, the basis of computation to be the choice of the member school.”

SUPPLEMENTARY REPORT OF EXECUTIVE COMMITTEE

12. *Election of executive director.* The Executive Committee recommends the election of Jesse H. Ziegler as executive director of the Association for the term beginning July 1, 1968, to June 20, 1970.

13. *Appointment of AATS intern.* The Executive Committee recommends the appointment of the Rev. Richard L. Rising, Dean of the Episcopal Seminary of the Caribbean, as an intern within the AATS staff for a term of not less than six months nor longer than one year.

14. *Recommendation of 1968-69 budget.* The Executive Committee recommends a budget of \$119,380 for 1968-69 as detailed on pp. 139-40, column 3.

15. *Recommendation of 1969-70 budget.* The Executive Committee recommends a budget of \$124,310 for 1969-70 as detailed on pp. 139-40, column 4.

16. *Proposed revision of scale of dues.* The Executive Committee recommends to the Association the adoption of the scale of dues as follows:

- (1) Minimum dues shall be \$350;
- (2) Rate shall be 0.002 of expenditures for the preceding year up to \$1,000,000;
- (3) If expenditures are between \$1,000,000 and \$2,000,000: \$2,000 + 0.0005 on all above \$1,000,000;
- (4) If expenditures are between \$2,000,000 and \$3,000,000: \$2,500 + 0.00025 on all above \$2,000,000;
- (5) If expenditures are above \$3,000,000: \$2,750 + 0.000125 on all above \$3,000,000.

17. *Amendment of the bylaws.* The Executive Committee recommends the first amendment to the bylaws as follows:

1. Article V, Section 1, amend to replace the present table of categories with dues by the scale of charges listed in No. 16.

The Executive Committee recommends the second amendment to the bylaws as follows:

2. Article V, Section 2, amend so that the section reads as follows:
 2. *Inspection and reevaluation costs.* A fee of one hundred dollars is charged for any inspection or reevaluation of a school by the Commission on Accrediting. All costs of the team representing the Commission are charged to the school.
18. *Regarding commission structures.*
 - a. The Executive Committee recommends that the Association express its hearty thanks to the present members of the Commission on Research and Counsel for their work and that with this meeting of the Association the Commission be discontinued.
 - b. The Executive Committee proposes to establish a single focus task force on "the formation of the ethical and spiritual life of students for ministry" with instruction to report to the next meeting of the Association.
 - c. The Executive Committee recommends that the Association establish a Resources Planning Commission with the following responsibilities:
 - (1) to initiate and maintain processes required to accomplish such redeployment of all resources for theological education as may be required to support quality education;
 - (2) to make judgments between proposals for support by the Association and determine the amount of professional service to be made available;
 - (3) to give guidance and counsel to AATS staff working in the area and to such other staff as may be required;
 - (4) to hear and collate the needs of the member schools which point toward cooperative answers;
 - (5) to seek and secure funds which will support the central work of the Commission;
 - (6) to develop and maintain those relationships with other agencies which will support the central work of the Commission;

- (7) to maintain such communications with member schools and other educational institutions as will promote the accomplishment of Commission purposes.

It recommends that it normally be composed of three members from the Executive Committee, at least three members from strategic areas outside of the Association, and the remainder from the member schools.

- d. The Executive Committee recommends that the Committee on Clinical Pastoral Education be merged into a Committee on Supervision in Field Education for the biennium 1968-70.
- e. The Executive Committee recommends that the Association continue representation with staff and three persons for the biennium 1968-70 on the joint committee on Student Financial Aid.
- f. The Executive Committee recommends that an advisory committee of three be appointed from its own number to counsel and advise with the editors of *Theological Education*.

19. *Maintenance of minimum conditions for associate members.* The Executive Committee recommends the adoption and use of a system of notations for associate members to be administered by the Commission on Accrediting. (cf. p. 25-26)

20. *Bangor appeal.* The Executive Committee heard an appeal by Bangor Seminary of the negative decision of the Commission on Accrediting re sending schedules. Their action was to remit the matter to the Commission on Accrediting on the condition that favorable action is taken by Bangor on its own new prospectus as presented to the Executive Committee in its June 1968 meeting.

21. *Policy regarding membership of multi-level institutions.* Because of the structure of some Roman Catholic schools and because of the logic of the structure of such schools as Drew, Duke, Boston, Perkins, Trinity, Emmanuel,

it becomes necessary to reexamine the question of the strict interpretation of membership as "shall consist of those institutions engaged predominantly at the post-college level in educating and training for the Christian ministry. . ." (Cf. Constitution, Article III, Section 1)

Heretofore, the interpretation has been that if there is a separate substructure of the total institution carrying the name of divinity school, school of theology, or theological college that substructure might qualify for membership even though the total institution is predominantly undergraduate. There have been difficulties, however, if theological studies were represented only as a program rather than as a school. If this interpretation is strictly maintained it will deprive of the benefits of membership in the Association schools that are disqualified primarily on the basis of a unit within an institution being a "degree program" rather than a "school."

The Executive Committee in recognition of the problems expressed in the previous paragraphs recommends that in the next meeting of the Association a constitutional amendment and related changes in "Procedures Related to Accreditation" and "Standards for Accrediting" will be presented for action by the Association which will make possible membership and accreditation of multi-level institutions accredited by regional associations with respect to a post-college program designed for educating and training for the ministry.

22. *Regarding the role of the seminaries in lay education.* The Executive Committee reports that it will seek a modest foundation grant to hold a consultation on the role of the seminaries in lay education.

23. *Regarding the education of black ministers.* The Executive Committee heard with appreciation the communication on "Proposals in Regard to the Education of Black Ministers" from the Association of United Methodist Theological Seminaries.

The Committee proposes appointment of a committee to work in liaison with the A.U.M.T.S. and to perform an enabling function with schools or groups working at these problems.

ROBERT V. MOSS, JR., *Chairman*

REPORT OF THE EXECUTIVE DIRECTOR

Executive reports take many forms in order to represent the life and character of an institution. The report may tell as much about the author as about the institution. I am ready at this point to risk that analysis in speaking of the AATS in June 1968 by speaking of *people*, *events*, and *unfinished* business.

I. PEOPLE

If it is ever true that an institution is the lengthened shadow of a man, it is even truer that the form of the Association during this past biennium has been shaped by the vigor, dedication, and imagination of a host of people who have been active in it. This is an appropriate place and time to name people. Established by the Executive Committee and Association in 1966 and appointed by the president, the Resources Planning Commission composed of President Arthur R. McKay, Dean Stanley B. Frost, President John Dillenberger, Dr. Paul M. Harrison, Dr. Lynn Leavenworth, Dean Edward M. Malone, M.M., President Robert V. Moss, Jr., and Dr. Henry P. Van Dusen gave many days of time to the undertaking. This was done in spite of the fact that they were recruited on the promise of a maximum of three or four days during the year.

Closely associated with the Resources Planning Commission, Mr. Warren H. Deem, with his associates from Arthur D. Little, Inc., not only gave high quality professional service in the time contracted but often gave much personal time on into the night or at other beyond-hours periods.

Led by President Moss (who has throughout been of inestimable help to me), the Executive Committee, in giving increasing time to policy questions, gives promise of creative direction for the Association in the years ahead. Early in the biennium the committee sustained a great loss in the death of President Jas. A. Jones.

In a first biennium of reevaluation visits on a ten-year cycle, members of the Commission on Accrediting have

invested more days than at any time since the Commission of the late 1930's. From outside the Commission they have been assisted by Professor John Bright, Dean William R. Cannon, President Wayne K. Clymer, Professor Gerald R. Cragg, Dean Kendig B. Cully, Dean Robert E. Cushman, Professor Charles R. Feilding, Professor John M. Gessell, Dean Warren F. Groff, Dean Louis H. Gunneman, Professor Gordon Kaufman, Professor Charles E. Kraft, Dean Perry D. LeFevre, Dean Ronald E. Osborn, Professor Albert C. Outler, Dean Marcus Priester, Professor James Sellers, Professor Lawrence Toombs, President Frederick K. Wentz, Dean Newell J. Wert.

An unrequested assignment involving difficult and unpopular work has been carried by the Committee on Standards for the Professional Doctorate which reports to this meeting. Professor Seward Hiltner as chairman won the respect of the entire committee—Professor C. Ellis Nelson, Dean C. Penrose St. Amant, Dean Ernest W. Saunders, Professor Charles R. Feilding, Dean F. Thomas Trotter, Professor Henry B. Adams—and of those who attended the Chicago hearing for his fairness and his perseverance in securing consensus.

A difficult but exciting task was carried through by the Curriculum Task Force who worked creatively through six long weekends. Sparked by Professors Thomas C. Campbell and Gordon Kaufman, the group composed of Professors C. Douglas Jay, Samuel M. Keen, Richard Shaull, George W. Webber, Cletus Wessels, O.P., and Dean Newell J. Wert completed their task on schedule.

Few people in the Association know the loyalty, high ability of the staff associated with me. Mr. Aute L. Carr made many significant contributions during his three-year term as assistant director. Dr. David S. Schuller came as associate director in 1967 and has already become widely known and his work widely appreciated. Mrs. Robert J. (Charlotte) Thompson has been longest with the Association and is my administrative assistant. Mrs. Carl J. (Marcy) Bookwalter, seven years with AATS, has become secretary to Dr. Schuller. Mrs. Robert (Arlene) Galloway

on May 1, 1968, became secretary to the executive. Miss Jane Helsley has served well as a clerk-typist and in July becomes the wife of Mr. Larry Binkley, a former auditor. Without the cheerfulness and loyalty of this team the work would not get done.

Many other people have served on commissions and committees who have not been named because their work was not as heavy during this period. They have nevertheless contributed significantly to our life.

Seldom do institutions enjoy the frank and friendly counsel of foundation representatives that the Association does with Mr. Charles G. Williams of Lilly Endowment, and Mr. Yorke Allen, Jr., of the Sealantic Fund. Both have been wise and helpful in their counsel and generous in their interest.

In addition to all this we have enjoyed a happy and cooperative relationship with Mr. Jack Biersdorf of the Department of Ministry of the National Council of Churches, the chairman of the Division of Higher Education of the National Association of Evangelicals, the Rev. William Coyle, C.S.S.R., of the Bishops' Committee on Priestly Formation of the Roman Catholic Church.

II. EVENTS

A report can be fair and adequate only as it takes account of the *events* of a period. *People* shape the institution; *events* are the indications of growth or change in it.

New relationships have developed. AATS had to go through a stage of differentiating itself from other agencies. We are now in a stage of discovering and claiming common ground. In recognition of the common area of church music, we have been working during these two years with the National Association of Schools of Music to develop standards and procedures for accreditation of programs of sacred music in theological schools. In contrast to a period of cool indifference, if not active hostility, between AATS and the regional accrediting associations, we are now working closely with three of them. We have developed common under-

standings with the Association of Regional Accrediting Associations and the Council of Graduate Schools under the friendly encouragement of the National Commission on Accrediting, of which we are a member.

Major support has been given. We received a grant of \$131,154 from Sealantic Fund for the work of the Resources Planning Commission; later a grant of \$35,000 for an area planning study of the same kind. Major requests are now under active consideration by Lilly Endowment, which made a terminal grant of \$9,000 for *Theological Education*.

Standards for the professional doctorate were written. With emerging interest in the differentiation of education for the ministry as a profession, and in recognition of an obvious lack in the present standards for accreditation, the Association in 1966 established a committee to develop standards for the professional doctorate. Not only have standards been completed for consideration by the Association but a comprehensive commentary on the standards has been circulated to the member schools and is available.

Important publications have been completed. It may be adequate merely to list those which have come from the Association office.

Bulletin 27

1966

Education for Ministry
(Charles Feilding)

Theol. Ed., Vol. III, No. 1

"Teaching the Biblical Languages" *Theol. Ed.*, Vol. III, No. 4

(Walter Harrelson, Eugene V. N. Goetchius, George M. Landes)

"Theological Curriculum for the 1970's" *Theol. Ed.*, Vol. IV, No. 3

Theological Education in the 1970's:

Redeployment of Resources *Theol. Ed.*, Vol. IV, No. 4

"Structures of Cooperation in Theological Education" *Theol. Ed.*, Vol. IV, No. 4, Supplement 1

Directory of Theological Schools—1968

Four additional issues of *Theological Education* have been published.

III. UNFINISHED BUSINESS

What is the agenda, the perception of need, the unfinished business of AATS as it faces the future?

1. *Excellence in theological education needs clearer definition.* While recognizing that counting students, teachers, books, endowment dollars cannot be minimized and if not done explicitly, will be done surreptitiously, the Association faces the harder task of stating clearly what theological schools try to do, when at their best, and what the marks of accomplishment are. This definition will require much greater clarity about excellence in practice of ministry, in research scholarship, in competence in teaching. Recognition for excellence should depend much on careful comparison of process, spirit, and result with the purpose of the institution. Here lies difficult, relatively unexplored territory.

2. *Resources need to be deployed with a view to a rational strategy for the church in North America.* The last six weeks which have seen the preparation and publication of the report of the Resources Planning Commission have only provided breathing space for what should be the next steps. If the schools of the Association are to be able to meet the challenge of the next decade, significant new forms of cooperation must be found and present activity expanded. There is a ferment of movement toward each other that characterizes almost every part of the North American theological education enterprise. The Association faces the necessity at every level and in all its instruments, while safeguarding the right of a school to pursue an independent course in the search for excellence, to take those steps and make those changes which will encourage a cooperative use of scarce resources rather than discourage it. The need in this area highlights the increasing responsibility to work with denominational strategy boards and all others who are committed to the idea that the church must control and provide the central core of the education of its ministry.

3. *We need to serve where we can in the integration of resources for education of ministry currently available outside theological schools.* In clinical pastoral education (recently consolidated in the Association for Clinical Pastoral

Education), in internship in various sectors of our culture, in the growing group of urban training centers, and in the burgeoning graduate departments of religion in universities one may find rich resources already committed to some aspect of theological education. Professional education of good quality will require more than an exposure to bits and pieces of the rich fare available. Experience-oriented education needs the critical reflection from the view of the classical disciplines; they need the major issues put freshly in contemporary terms. We need to anticipate bringing these resources together in such ways as will contribute to sound education for ministry. Simultaneously, new approaches are needed to relate the vocation of the school of theology to that of the university in order that a ministry is prepared which knows both God and the world.

4. *We need to make changes sufficiently radical as to make a student revolution in theological schools unnecessary.* If we aspire to develop a ministry that listens as well as it speaks, we shall need ourselves to inaugurate those changes in our schools which provide means by which the student perception of the world is taken seriously and becomes part of the data for theological reflection. Many schools already have moved courageously on this front. Others have already established instrumentalities by which students enter the decision-making processes of the school in policy matters at all levels. The demand (based on need) for faculty time to be invested in students is valid, and institutional encouragement and reward should recognize this validity. The statement (surely made facetiously) that "this would be a great teaching job if there were no students" needs to be renounced in inner attitudes of professors as well as in institutional bases for advancement.

5. *Long-range planning is needed for theological school responsibility for the continuing education of the minister.* Everyone acknowledges that the seminary cannot possibly teach all a minister needs to know, that at best it can initiate him into a learning process that continues for life. Who shall determine what shall be made available in that process? To what extent should the theological education establishment carry responsibility for shaping, staffing, housing, sup-

porting that process? In the redeployment of our resources, should not some institutions find their vocation in this area? Can we avoid the pitfalls of denominationalism and isolation from the city or the university that weaken too much of our enterprise? Can we even now build into the basic program the expectation of life-long learning within the ministry?

6. *Provision needs to be made for theological education to take full account of the ministry of the laos.* There is widespread agreement on the doctrine of the *laos*; there is much less widespread agreement on how to educate the *laos* for their ministry. If the frozen assets represented by the laity are to be a measurable factor in the renewal of the church for mission, significant and meaningful education must be provided. Is this to be done directly by theological faculties or must theological curricula be revised so as to make teachers of the *laos* of the seminary graduates? And how are the channels to be opened so that the seminary continues to learn from the layman in theology who is the professional in another area? Here is more unfinished business.

The late president Walter N. Roberts noted that in 1954 less than twenty persons were deeply involved in the affairs of the Association. During the past biennium well over 100 persons have carried responsibility in some aspect of the Association's work. Significant accomplishments have been noted as a result. With this kind of willing aid the unfinished work does not dismay us. The challenge will be met by an association of capable and dedicated men and women with a vision of the future to which God calls.

Jesse H. Ziegler

REPORT ON THEOLOGICAL EDUCATION

Begun in 1964 as an instrument for communication of concerns about theological education between members of administration and faculties and between the Association and its constituent members, *Theological Education* has enjoyed growing acceptance within the total community of those interested in education for ministry. The quarterly was blessed with a generous grant from Lilly Endowment to start it and a second grant to provide subscriptions to a large number of institutions beyond AATS membership, thus building toward a basis of self-support.

Although the journal has had an increasingly diverse readership its editorial policy continues to focus primarily on the faculty members of member schools of the Association. Administrators of seminaries have found the journals useful as a means of developing an informed view of the problems, opportunities, and processes of theological education within their governing boards. Denominational executives responsible for theological education find it provides background material basic to discussion of denominational strategy. Overseas schools find it an open window to theological education on the North American Continent.

Since the last report to the Association the quarterly has published eight issues dealing with the following topics:

Horizons of Theological Education (Charles L. Taylor festschrift)

Education for Ministry (Feilding study under Lilly grant)

Theological Education for a Changing Ministry

The Significance of University Study of Religion for Church and Seminary

Teaching the Biblical Languages

Patterns of Ministry and Theological Education

Student Opinion Regarding Theological Education

Theological Curriculum for the '70's.

For the next year we propose to develop special issues on

some of the following:

- Essentials in Theological Education
- Context of Privilege in its Effect on Theological Education
- Ethical and Spiritual Development within Seminary
- The Physical Context in Education for Ministry.

Two years ago we reported circulation as being 3497. As of May 15, 1968, our circulation stands at 4227. It is broken down as follows:

Faculty in member schools	2,163
Trustees of member schools	1,117
Faculty and trustee bulk	171
Libraries	212
Overseas	124
Denominational executives and boards	73
Others	348
Complimentary or exchange	19
	4,227

This increase of 21% is not so great as we might have wished.

The editorial board met once during the biennium and advised the editor on policies. They have provided some assistance in evaluation of manuscripts. We are saddened by and have suffered loss in the death of Dean Samuel H. Miller who has written for and served on the editorial board of

Theological Education.

Financial Report 7/1/66 to 4/30/68

<i>Receipts</i>		<i>Disbursements</i>	
Balance 6/30/66	\$19,234	Printing and freight	\$16,685
Cash	4,579	Staff and secretarial	14,000
Investments	14,655	Other expenses	3,401
Grant from Lilly	9,000	Trustee fees	28
Assistance with	2,000		
Taylor festschrift			
Subscriptions and	13,507		
sales			
Cost sharing	2,947		
Interest income	561		
TOTAL	\$47,249	TOTAL	\$34,114

We regret that there was some confusion as we shifted from complimentary faculty subscriptions to paid subscriptions, most of which were on a bulk basis. We hope you have remained our friends through these adjustments in which you may have suffered inconvenience.

Our own hope is that provision of complimentary subscriptions to all full-time faculty may be possible under the revised scale of dues proposed by the Executive Committee. We will continue to invite schools to provide for trustee boards and denominational executives to provide for the strategy commissions or boards.

We especially invite suggestions from our member schools for ways in which *Theological Education* can be more useful.

JESSE H. ZIEGLER
Editor

REPORT OF THE COMMISSION ON ACCREDITING

1. *Commission members 1966-68:*

Alvin N. Rogness (chairman), Gordon E. Jackson, C. Douglas Jay, Raymond P. Morris, Allen W. Graves, David L. Stitt, Harvey H. Guthrie, Jr., L. Dale Lund, and Herndon Wagers.

2. The following schools were recommended for election as accredited members of the Association and were elected by a mail ballot. Their original notations are indicated.

Bethel Theological Seminary, N9.1
United Theological Seminary of the Twin Cities,
N9.1, 11.6.

3. During the biennium the following schools were included in reevaluation visits. Priority is being given to schools with doctoral programs, so that such schools will be in-

cluded in the first five years of reevaluation. Accreditation was voted with notations as indicated:

Andover Newton Theological School, N9.1
 Austin Presbyterian Theological Seminary, N11.2
 Brite Divinity School
 Church Divinity School of the Pacific
 Crozer Theological Seminary
 Eden Theological Seminary, N1.6, 11.2
 McMaster Divinity College
 Presbyterian School of Christian Education, N1.1, 1.5
 Princeton Theological Seminary
 Union Theological Seminary, New York
 Union Theological Seminary, Virginia

4. *The Commission voted the following actions regarding notations:*

In December 1966:

<i>School</i>	<i>Applied</i>	<i>Removed</i>
Boston	N11.1	
Church Div. Sch. of Pac.	N1.1	
Claremont	N12.2.1	
Golden Gate	N1.1	
McGill	N1.1	
Methodist—Ohio		N1.6
Midwestern Baptist		N4.8
University of Chicago	N11.1	
Wesley	N11.1	

In December 1967:

<i>School</i>	<i>Applied</i>	<i>Removed</i>
Anderson	N9.2	N4.6, 4.2
Andover Newton	N9.1	
Austin Presbyterian	N11.2	
Bethel		N9.1
Church Div. Sch. of Pac.		N1.1
Eden	N1.6, 11.2	
Goshen	N4.1, 4.7	
Hartford	N10.1	
Interdenom. Theol. Center	N11.4	N1.2
Knox		N1.1
Lancaster	N1.1	
Meadville	N11.1	

Mennonite	N9.2	
Methodist—Ohio		N9.1
Moravian	N9.2	
New Orleans	N11.1	
New York Seminary	N9.2	
Presbyterian C.E.	N1.1, 1.5	
S.E. Baptist	N4.2	N1.1
United Twin Cities		N9.1
University of South	N1.1	

5. *The sending of inspection teams was authorized as follows to:*

Concordia Seminary, Springfield
 Maryknoll Seminary
 North American Baptist Seminary
 Weston College
 Woodstock College

6. *Schedules were authorized to be sent to:*

Aquinas Institute School of Theology
 Northern Baptist Theological Seminary
 St. Meinrad's Seminary

7. *Revision and interpretation of notations:*

During the biennium the Commission took action to revise and clarify notations in accordance with the Standards for Accrediting, especially in response to requests for information or changes:

- (a) The Commission reaffirmed its stand that the S.T.D. not be given as an honorary degree.
- (b) The action of the Association regarding nomenclature was interpreted by the Commission as mandatory and not advisory, to wit, if a school chooses to adopt a master's designation for its basic theological degree it is obliged to adopt the Master of Divinity designation.
- (c) The Commission reported that schools are currently meeting the requirement re library finances, namely, a minimal "total budget of \$19,000 per year, or \$95 per student and faculty member, whichever is more." There is some concern on the part of large schools. The Commission recognized that situations may arise in

which there are extenuating circumstances.

- (d) The Commission reached consensus that the M. Div. and B.D. are equivalent degrees, and whichever degree a school chooses, the AATS expects it to move toward excellence.
- (e) The Commission has established a committee to study the M.A. degree.
- (f) The Commission has asked the staff to keep a watchful eye on new programs that might fall under notation 1.5, to wit, maintaining other programs for degrees and regular academic credit to persons without college degrees.
- (g) The Commission recommends the adoption of a new notation N10.3: "The degree awarded by this school as a first professional degree is approved in the Standards only for use as a second theological degree."

8. *Question of provisional accreditation:*

Other accrediting associations provide provisional accreditation, especially to aid new schools and evolving situations. The Commission recommends to the Association the adoption of provisional accreditation. (Cf. "Procedures related to membership" II, B, 5, b)

9. *Library standards for doctoral study:*

The Commission reaffirmed its belief that doctoral study should be offered only where adequate library resources are available. (Cf. "Standards for Accrediting" Sect. 12, "Library" ¶ 2)

10. *Other actions:*

- (a) The Commission will publish a new edition of *Aids to a Theological Library*. The manuscript which is being prepared by Dr. Raymond P. Morris is in final stages of completion.
- (b) The document *Suggestions for Evaluation Team Members* has been revised and expanded.
- (c) A new self-study guide was developed by the staff; it is to be made available to either accredited or associate schools at their request, together with notification that any self-study would

have to be updated at the time of a subsequent inspection or reevaluation of the school.

- (d) The Commission has been in conversation with the National Commission on Accrediting and with the regional associations concerning procedures for accrediting graduate departments of religion.

11. *Proposed new notation:*

The Commission recommends to the Association the adoption of a new notation, N10.3.

"The degree awarded by this school as a first professional degree is approved in the Standards only for use as a second theological degree."

12. *Standards for programs in church music:*

The Commission recommends that the Association adopt the agreements and standards for programs in church music developed jointly by the AATS and the National Association of Schools of Music. (Cf. pp. 19-20)

13. *Amendments to "Procedures Related to Accreditation"*

The Commission recommends to the Association the adoption of amendments to the "Procedures Related to Accreditation" as found on p. 20 of *Program and Reports*. (Cf. *Bulletin* 28, pp. 3-6)

14. *The following schools are recommended for accreditation:*

Concordia 1.1, 4.6, 5.3

Maryknoll 9.1

North American Baptist 3.2, 4.5, 4.7

Weston 9.1

Woodstock

15. *The following schools are approved for continued accreditation:*

Calvin 5.3

General (conditional notation 10.2)

Moravian 3.3, 4.1

Emmanuel 12.8 removed 1.1

Knox 4.7, 5.3, 7.4, 9.1, 9.2, 12.8

Trinity 9.1, 12.8

Wesley 6.3, 11.3, 11.4

Drew 2.3, 4.2, 5.1, 8.1, 12.7 on probation 6/10/68—
6/14/70

16. *Notations:*

Eden 11.5 removed 1.6, 11.2

New Orleans removed 4.2

17. The Commission will assign a committee to explore additional appropriate standards for clusters of schools.

18. The Commission expresses its gratitude to the staff for its continued invaluable service. Three men now complete six years of membership on the Commission: Gordon E. Jackson, C. Douglas Jay, Raymond P. Morris. To them we and the Association owe much for their devotion, wisdom, energies, and time.

19. Revision of Standards for Accrediting

The Commission recommends to the Association the changes in Standards for Accrediting proposed on pp. 24-31 of *Program and Reports*. (Cf. *Bulletin* 28 pp. 9-20)

ALVIN N. ROGNESS, *Chairman*

APPENDIX TO REPORT OF COMMISSION ON ACCREDITING

PROPOSED STANDARDS FOR GRADUATE DEGREES IN CHURCH MUSIC GIVEN IN SCHOOLS OF THEOLOGY

In an effort to establish standards for graduate degrees in church music given in recognition of programs of study carried on in seminaries, a joint committee was appointed by the National Association of Schools of Music and the American Association of Theological Schools to make the recommendations for standards to the AATS and to agree on procedures for cooperation between the two agencies.

The committee was composed of Robert S. Baker, Union Seminary, New York; Jackson S. Ehlert, Butler University; Forrest H. Heeren, Southern Baptist Seminary; J. Roger Miller, Millikin University; the Executive Directors of the

Association of Schools of Music, Warren A. Scharf and David A. Ledet; and the Executive Director of the American Association of Theological Schools, Jesse H. Ziegler.

The committee held two meetings on April 3, 1967, and June 27, 1967, on the basis of which the following report was developed. There was sensitivity on the part of the parties from both associations with no wish on the part of either to dictate the standards of the other but only to be helpful in the development of common standards of excellence and a basis for working together.

The following proposal represents in part A agreements on the maintenance of standards, in part B a proposed addition to the standards of the American Association of Theological Schools, and in part C a record of understanding of the way in which the two organizations propose to work together.

PART A

AGREEMENTS ON MAINTENANCE OF STANDARDS

(1) Where there is a music degree at the master's or doctoral level given by a theological school, the major portion of the teaching for which is given within a school of music accredited by NASM, evaluation should be conducted jointly by a team from NASM and AATS. The school of music will have membership in NASM; the school of theology will have membership in AATS.

(2) Where there are fewer than 25 students in a music program at a theological seminary that is not an integral part of a university, the representative of NASM will serve on the visiting team of AATS, which inspects the school. The school will submit a NASM self-survey prior to the visitation. The graduate commission of NASM will review the self-survey and the NASM visitor's report, and will make an evaluative report to the AATS.

(3) If a department within a seminary that is not an integral part of a university consists of 25 or more degree candidates, it shall be considered as if its music unit were a

school of sacred music and it will have membership in the NASM.

(4) Seminaries which give a B.C.M. or B.S.M. terminal degree must meet the minimum standards of the NASM bachelor of music degree with a major of church music [(2) and (3) above for determination of requirement of membership in NASM].

(5) The following statement is to be used by NASM member schools in their catalogues where it applies: "The degree in church music is given by the theological seminary or divinity school and is accredited jointly by the National Association of Schools of Music and the American Association of Theological Schools."

PART B

INTRODUCTION

The purpose of graduate studies in church music should be to fit men for scholarship on a par with strict standards in other branches of learning. The conferring of such degrees should represent not only a high degree of competence in the actual performing of music, but solid achievement in the area of scholarly research and creative activity.

PURPOSE OF THE PROGRAMS

Graduate programs in sacred music should be designed to create true and creative leaders in all phases of the musical activities of the church. They should be flexible in design always aiming at the development of the particular strengths and aptitudes of the individual candidate.

CHARACTER OF THE PROGRAMS

The particular emphasis in such programs should be the musical development within the candidate of the ability to grow and mature as an individual practitioner of his art, such art being illuminated and strengthened by informed scholarship. While certain portions of the envisioned objectives will be accomplished in course work, as normally un-

derstood, far greater stress should be placed upon independent work, development of the techniques of critical scholarship, and the interplay of ideas in strong seminar experiences.

Underlying all this should be the continuing concern for the relationship of the churches' worship and ministry, both in historical development and in the challenges presented by the ecumenical and social problems evolving in our time.

MASTER'S DEGREE STANDARDS

(1) *Admission.* A student applying for admission to a M.S.M. or M.C.M. program must (a) be a graduate of a NASM approved degree program, or (b) meet the standards of the bachelor of music degree in church music as prescribed by NASM, or (c) take instruction (without graduate credit) until the competency of (a) or (b) is met.

Member institutions will require qualifying and/or placement exams of *all* graduate applicants. If deficiencies are indicated, remedial work may be required without graduate credit.

Minimum requirements for the master's degree in church music shall be the basic requirements of the M.M. degree in church music as approved by NASM plus such additional requirements as may be determined by AATS.

(2) *Duration.* The master's in church music given within a theological seminary shall require a minimum of two years of two semesters each of study or their equivalent.

STANDARDS FOR THE DOCTORATE

(1) *Admission.* A student applying for admission for a D.S.M., D.C.M., or equivalent degree program must (a) be a graduate of a NASM-AATS approved master's degree program, or (b) meet the standards of the M.S.M. or M.C.M. degree in church music as prescribed by NASM-AATS, or (c) complete these requirements in the course of his study for the doctorate if he has not met them in his prerequisites.

(2) *Duration.* A student must spend at least two years in preparation for the degree, during one of which he must be in residence at the institution conferring the degree and devote himself fully to the required studies.

PART C

ADMINISTRATIVE PROCEDURES

(1) *Scheduling.* Both agencies attempt to work on a ten-year cycle of reevaluation. Schedules for joint visitations will be worked out between the staffs of both agencies. In the case of new institutions, each agency will keep the other informed of applications for membership.

(2) *Procedures.* Where there is joint evaluation without regional representatives, the AATS will appoint the chairman of the team; in a seminary with several different schools, the AATS would also appoint the chairman. In a school integral to a university, the regional accrediting agency would doubtless appoint the chairman.

(3) *Fees and Expenses.* Where there are schools having fewer than 25 degree candidates in music, so that membership in NASM is not involved, NASM's regular visitation fee (based on the highest degree given, plus the examiner's expenses) will apply.

REPORT OF THE COMMITTEE ON STANDARDS FOR THE PROFESSIONAL DOCTORATE

HISTORY AND CONCERN FOR THE PROFESSIONAL DOCTORATE

Concern for education at the doctoral level for men who are primarily interested in the practice of ministry is not new in the AATS. Sufficient concern and interest existed that the Association had committees from 1942 to 1950 on which such people as Lewis J. Sherrill, Edward H. Roberts, Luther A. Weigle, Sanford Fleming, and A. R. Wentz served with distinction. It is clear from reading the reports of these committees that the educators who worked on them

were responding to a real interest within the schools. In spite of this interest and without a rejecting vote regarding the report the matter was dropped from the business of the Association apparently because of a fear on the part of those schools whose resources might have been adequate that they would be swamped with applicants from schools whose resources would have been inadequate.

Between 1959 and 1960 the Committee on Advanced Theological Studies, responding to concern for advanced pastoral studies, prepared a proposal that would have suggested standards for degrees in this area. Because there was so little response between 1960 and 1962, however, the Committee dropped the proposal in its 1962 report on Standards for Advanced Degrees.

The issue came to the fore again in 1962-63 when several member schools of the Association inaugurated professional doctoral programs. In response to widespread concern the issue of the first professional degree nomenclature was put on the agenda for discussion in the 1964 meeting. Rather than take definitive action in that session the Association assigned to its Commission on Research and Counsel the task of studying the question of degree nomenclature with a view to report to the 1966 meeting. The Commission conducted hearings which involved representatives of almost every member school in the Association. The report prepared by the Commission and presented to the Association recognized a division of opinion and recommended that schools be permitted to use either the B.D. or the M.Div. as the first professional degree.

The hearings also made entirely clear that the schools did not see the present Standards for the Doctorate (Cf. Section XII, pp. 29-31, *Bulletin* 27) as relevant to the problems of professional doctoral study and that they wished such standards developed by the Association.

In June 1966 the Association, as a part of its action on degree nomenclature, established a committee to develop standards for a professional doctorate and to report to the 1968 meeting. The committee appointed was widely repre-

sentative of points of view and concerns within the Association, began its work promptly, and has worked both in meeting and individually during the months since their commissioning.

The Committee worked without any intention to plead that schools shall establish programs of professional doctoral study, indeed with some misgiving that schools may not properly estimate their resources and undertake such programs that may be characterized by something less than excellence. Nor does the committee assume that all advanced education for practitioners in the church should be in the form of degree programs. What it does propose is that if a school or cluster of schools within its overall purpose wishes to give advanced professional degree work that work should be within minimum standards for such work adopted by its peers and that the standards which follow seem to be appropriate standards for professional study for the ministry at the doctoral level.

PROPOSED STANDARDS

THE DOCTOR'S DEGREE IN MINISTRY

I. Introduction

The professional doctor's degree in ministry represents the recognition of professional competence characterized by a high degree of intellectual achievement in the professional area. Although the requirements for this degree differ in appropriate respects from those of the well established research degrees, the quality of achievement to be sought, examined, and demonstrated is at the same intellectual level.

The standards which follow shall be understood to apply to single schools and to groups of schools offering a professional doctoral program.

II. Criteria Governing the Program

1. The level of achievement to be appraised in the professional doctorate shall include equally the student's basic knowledge, his professional competence, and his capacity to integrate the two for both practical and theoretical purposes.

2. The focus of the student's work for the professional doctorate shall be within the area of functions and practice, and shall neither be so narrow as to confine itself to some one office of the ministry nor so broad as to profess expertness about everything done in ministry.

3. The level of achievement shall be appraised in terms of the student's ability to examine this functional focus and to relate it to the classical theological disciplines where they are relevant, with a defensible and integrated point of view about their implications for his special concern.

4. The level of achievement shall be appraised in terms of the student's ability to relate this functional focus to the secular disciplines that are at least partially cognate with it, with sufficient knowledge of these disciplines to make possible a defensible and integrated point of view about the sense in which their findings and methods are relevant to this focus.

5. The level of achievement to be appraised shall include the student's ability in effective practice of ministry, especially within those areas that involve this functional focus.

6. These standards for a doctorate in ministry are set forth independently of whether a doctoral program is a first professional degree or a later professional degree. Any particular student may, however, be classed as engaged in studies at the doctoral level only after he has evidenced mastery of the content ordinarily included in the B.D. or M.Div. programs.

III. Qualifications and Procedures for Admission

A. Qualifications for Admission

To be classified as a student in the professional doctoral program, the student must meet no less than the following qualifications:

1. He shall have met the AATS standards for pre-seminary education.

2. He shall demonstrate his ability to make effective use of at least two languages other than English. Preferably one shall be a modern language appropriate to the student's area of study and the second shall be a biblical language.

3. His previous academic work, in both arts and theology, shall demonstrate a high level of achievement. He shall ordinarily be found in the top quarter of his class in previous higher education.

4. Ordinarily a student admitted for doctoral study in ministry shall have had not less than three years' experience in one of the ministries of the church. Under appropriate circumstances, a school may devise its program so as to make fulfillment of some or all of this requirement concurrent with the other aspects of the student's doctoral program.

5. The student shall take and pass an admission or qualifying examination (Cf. III.B.2.)

B. Procedures for Admission

If a student has been admitted to study by a school, but does not yet meet these qualifications, he shall be classified under a preliminary degree program, or as a pre-doctoral student.

1. Admissions procedures shall include a careful appraisal by his school of the student's promise in ministry, including previous professional practice.

2. Prior to the student's admission for doctoral study (and in no case later than the end of the first semester of such study), the student shall take an admission or qualifying examination, administered by his school, the standards of which shall not be less than those found in the sample examinations provided by AATS, and designed to evidence his mastery of the content ordinarily included in the B.D. or M. Div. program. (Cf. II. 6.) He shall be admitted to continuing doctoral study only if the number and kind of deficiencies, if any, demonstrated through the examination can clearly be made up during the program outlined.

IV. *The Character of the Program*

1. The school offering a professional doctorate shall set forth clearly the functional areas from which a student may choose the special area of his doctoral studies.

2. The school shall insure that each student's studies are under the general direction or guidance of a *faculty member*, and that this teacher's schedule has officially included time for the guidance activities.

3. The school shall demonstrate that each student's activities of professional practice are under the guidance of a qualified *supervisor (or supervisors)*, that adequate time is allotted in their schedules for such supervision, and that the supervisors have an appropriate official relationship to the faculty of the school.

4. The school shall demonstrate that the kind and variety of teaching and learning methods employed in the program are adequate for the goals of the program. Essential to work and reflection at the doctoral level, in addition to the traditional methods, are seminars and supervisory sessions limited to doctoral students.

5. At an appropriate point in a student's doctoral study, the school shall require him to pass general or comprehensive examinations, both written and oral, in which the following shall be tested: mastery of the basic knowledge in the student's special area; capacity to examine this field from the perspective of the classical theological disciplines; ability to relate material in the cognate secular disciplines to his area; and ability to relate his knowledge to professional practice.

6. The school shall require of the student either a dissertation or a major project report. In either event, the focus shall be functional, with relevant material included from the theological and secular disciplines. Dissertation or project reports shall be prepared for library deposit.

7. After a student has achieved doctoral level classifica-

tion (Cf. II, 6 and III, 5) his program shall include not less than one full-time year of intramural study and not less than one full-time year under professional supervision, or two years combining these, or the *equivalent* of this requirement.

V. *Enabling Resources*

1. Any school offering the professional doctoral program shall demonstrate that (a) not less than the equivalent of one third of the time of one faculty member is made available for each five students in the program, (b) that the total number of faculty members actively participating in the program is not less than twelve, and (c) that the minimum student enrollment in the program is ten.

2. Generally speaking, a school or group of schools may have a professional doctoral program included in its or their accreditation only when it has (1) a faculty of not less than thirty persons on full-time service or the equivalent, (2) freedom from those AATS notations that relate to deviations from standards for other degrees, (3) a minimum annual expenditure for books and other library materials of not less than \$25,000, (4) adequate physical facilities such as seminar and study rooms, library carrels, and the like.

3. A school shall offer a professional doctoral program only if it has appropriate cooperation of one or more nearby universities, including their libraries and other facilities.

4. A school or schools offering a professional doctoral program shall have access to settings where the students have appropriate experiences of ministries under supervision.

5. Where a group of schools cooperate to offer a professional doctoral program, this program shall meet all the standards described above, and in addition demonstrate that this program is so organized as to operate under a unified faculty in relation to students for this degree, including conquest of geographical distance, and the establishment of a community of scholars among the doctoral students.

VI. *Accreditation Materials*

In preparation for an inspection visit by the appropriate AATS group, each school or group of schools offering the professional doctorate shall have available the following information:

1. List of students officially classified in the professional doctoral program, and relevant materials concerning their appraisal at the point of admission. These materials shall include the standard academic background materials, the appraisal of potential in ministry and of previous ministerial practice, and the diagnostic examination with its results;

2. Data demonstrating the official assignment of faculty adviser and supervisor (or supervisors), and report of the actual processes of guidance and supervision. At least sample materials shall be available on paper or tape, showing both the work of the student and the supervisory effort of adviser and supervisor;

3. Data demonstrating that appropriate use of material from the classical theological disciplines and from the cognate secular disciplines, has been made in the program of each student;

4. The actual comprehensive examination as given to the student, and written evaluation of it by the appropriate persons;

5. The dissertation or project report as done by the student, with the comments on it by the appropriate faculty members;

6. Materials demonstrating that the faculty and library and other resources are adequate to sustain the program.

REPORT OF THE COMMISSION ON FACULTY FELLOWSHIPS

In granting its third award of \$750,000 for faculty fellowships, the Sealantic Fund brought to \$2,000,000 its total gift to this program. This money is to be used at the rate of \$150,000 per year. During the past two years, therefore, 90 fellowships have been granted. Since the inception of this program, 504 faculty members from accredited schools have received awards.

In order to be of maximum service to the schools, the Commission continues to study the guidelines under which awards are made. Policies which have been changed or are currently under discussion include:

1. The former normal length of leave was considered to be one full academic year plus one summer. Only in special cases were nominations considered for shorter periods of one semester or two quarters plus a summer. This condition has been changed to the following: "The normal term for which a grant is made may be a full year, two summers and a quarter, or a semester and a summer."
2. \$4,000 has been the maximum grant for a full year's leave. In view of rising prices the question is under discussion whether to raise the maximum award to a larger figure.
3. The Commission has reaffirmed its policy that a key concern in the AATS-Sealantic awards is the advancement of excellence in teaching in theological schools. Thus some fine proposals in highly technical areas are rejected on the grounds that they are not suitable for the specific purpose of this program.
4. Similarly, the AATS award is meant to encourage men to move from their usual surroundings into a new environment where the possibilities of new intellectual stimulation are maximal. Thus the Commission insists

that a major part of an applicant's leave be spent away from his "habitual surroundings" and in association with a center for graduate education.

5. The Commission generally has not felt that an award should be given to men who are just undertaking their degree programs. In some cases where a man has demonstrated genuine promise, a grant has been awarded so that he could complete his doctoral studies. It is the Commission's judgment that the man's school or denomination might well assist him in achieving his doctorate.
6. In response to many requests for information regarding the question of income tax on fellowship funds, the Commission passed a statement making clear that the fellowships constitute a gift and in no way represent compensation for services. Since the Association is a nonprofit organization exempt from federal income tax operating exclusively for educational purposes, these grants qualify for exclusion from gross income to the extent described by the IRS.

The Lilly Endowment, Inc., gave a grant of \$36,000 in 1965 to upgrade the academic programs specifically of associate schools in the AATS. The letter accompanying the grant expressed the desire that these awards would enable the associate schools to meet the conditions for accreditation and through research and study programs strengthen individual faculty men in their personal commitment to the ministry of Jesus Christ. During the biennium the second and third payments of \$12,000 each were received. During the three-year life of this program, thirteen grants have been awarded. In all, 39 men have applied for the available fellowships. This represented an average of thirteen applications per year.

During the three years of the program a total of 26 schools nominated men for fellowships. Because of the accelerated pace with which schools are applying for associate membership, new pressures are likely to develop in seeking the available awards.

In the light of the demonstrated success of the first program and an increasing need arising from the growing number of schools in the associate category—54 prior to this meeting—the Executive Committee has approached the Lilly Endowment for a continuation of their program with a slight increase in the amount of the individual awards. The formal request invites an extension of the Faculty Fellowship program for associate schools for a second three-year period extending the grant period from 1969-70 to 1971-72, and an increase of funds from the current \$12,000 per year to \$16,000; thus making a total request for \$48,000 for the three-year period.

On behalf of the member schools and the faculty members who have received awards, the Commission wishes to express its profound thanks to the Sealantic Fund and to the Lilly Endowment, Inc., for the tremendous aid which their programs have provided for the advancement of faculty research and learning.

The time schedule adopted for the next operating year is:

Mailing of announcements of fellowships—October 1, 1968

Deadline for return of application-nominations—December 1, 1968

Meeting of the Commission—February 7-8, 1969.

DONALD R. HEIGES, *Chairman*

REPORT OF THE COMMISSION ON RESEARCH AND COUNSEL

The Commission on Research and Counsel has met twice since the last meeting of AATS in 1966. During this biennium the following matters have been discussed, acted on, or referred to other agencies of AATS for consideration.

1. *Degree Nomenclature.* The Commission on Research and Counsel, in its report to AATS in 1964 on nomenclature,

recommended that the M.Div. degree be an alternative for a B.D., provided the school making such change used the occasion to improve the first degree so that it was equal to "the best B.D. programs currently offered." Evidence was supplied from several sources that schools were changing the nomenclature without changing their program. The Commission on Research and Counsel after discussion of this problem, urged the Commission on Accrediting to consider the ten items of the 1964 report of the Commission on Research and Counsel concerning basic theological degrees (found on page 128 of *Bulletin 27*) to be included in the standards for accreditation.

The Commission also discussed the problem of schools that have changed terminology from the B.D. to the M.Div. One problem was from alumni who wanted a B.D. degree reissued as an M.Div. Since the AATS does not consider the old B.D. of every school equal to the new M.Div., we requested schools to issue a letter to former students requesting a statement saying that on a certain day the school shifted the degree program and nomenclature to the M.Div. to take the place of the old B.D. However, we did not believe that a certificate or new degree should be issued.

A second problem concerned alumni who wanted to have the new M.Div. degree. It was decided that schools should notify any such alumnus that the new M.Div. degree would be issued if he demonstrated by passing current comprehensive examinations, taking sufficient senior subjects and passing examinations on them, or by some other form of appraisal show that he had the competency represented by the new M.Div. degree. These actions were circulated to member schools for their guidance.

2. *Research Studies.* Two studies originating in the Commission had been completed and published. The first by Charles Feilding is entitled *Education for Ministry*. The second by Walter Harrelson, George M. Landes, and Eugene V.N. Goetchius concerning the teaching of biblical languages was published in *Theological Education*. At the present time the study of multiple applications is scheduled for research during the fall of 1968. The Commission also reviewed

proposals for a study of the teaching of rural social science in theological seminaries and a study of the role of the director of Christian education. Each proposal was reviewed and reported back to the correspondent with the Commission's judgment.

3. *Context of Theological Education.* Both meetings of the Commission have given considerable attention to the context in which theological education is carried on. There is evidence to believe that many students and faculty are troubled over present selective service policies of exempting ministerial students from the draft, and we proposed that the officers of AATS communicate with member schools about appropriate action.

The Commission also reviewed the context of privilege in which theological schools operate. This privilege ranges all the way from the tax-exempt nature of seminary property to the investment policies of the governing bodies. The special tax privilege of professors with ministerial status was reviewed as well as the military exemptions offered to students. The Commission felt that a major issue underlying many of the specific situations of privilege was theological in nature and that the first move was to foster a thorough discussion among ourselves. Therefore, we have recommended to the editor of *Theological Education* that a special issue be prepared on this subject and published in the next school year.

4. *Cultivation of the Christian Life.* Both meetings of the Commission considered the general problem of personal religious living. Item 9 of the 1964 recommendations concerning the basic theological degree reads (page 128 of *Bulletin* 27) "careful attention to the formation of the student's ethical and spiritual life, as well as to his intellectual developments" is a mark of high quality of theological education. The Commission has been unanimous in its belief that the formation of the student's ethical and spiritual life is crucial to the whole theological enterprise and the Commission has also been baffled as to how to lead in this area.

The March 9, 1968, meeting of the Commission continued the discussion by studying papers prepared in advance by Yorke Allen, Samuel H. Keen, and John B. Coburn. During the discussion it was suggested that theological education needs to do the kind of experimentation that is going on in colleges where small groups of students and faculty are breaking away from the traditional patterns of education. It was believed by some Commission members that we need to establish some kind of radical experimentation in theological education that would include a deliberate effort at forming the spiritual life, and that this experimentation, after a period of time, could be checked and evaluated. This suggestion was based on the thesis that the relationships between students and faculty in the seminary are often distant and formal and that we need an educational process that will overcome barriers to communicating faith. Faith, it was assumed, is communicated more through interpersonal relationships than through traditional academic structures. Although no definite experimental designs were formulated it was believed that we could encourage seminaries to formulate their own experimental units in which both piety and prayer were an integral part of a new effort in theological education. It was further suggested that the editor of *Theological Education* could solicit articles about this general topic.

The Commission has placed this matter at the top of the docket for future consideration and solicits suggestions as to how we could more effectively help students form their spiritual and ethical life while being trained at a theological school.

C. ELLIS NELSON, *Chairman*

**REPORT OF
THE TREASURER AND AUDITORS**

The following report is primarily comprised by the report of the auditors for the biennium 1966-68. In addition the report shows the revised budget for 1967-68, and the budgets proposed and adopted for 1968-69 and 1969-70.

The fiscal year of the Association is July 1 to June 30, following which an audit is made and reported to the Executive Committee. An audit for the biennium is made in even-numbered years and published in the *Bulletin*.

In December 1966 the Executive Committee received and adopted the audited reports for 1965-66 and for the biennium 1964-66 (cf. *Bulletin* 27, pp. 109-120). In December 1967 the audited report for 1966-67 was received and adopted.

The Treasurer gave a 10-month and a 22-month report to the Association in June 1968 (cf. *Program and Reports*, pp. 47-55). The complete and audited figures follow on pp. 141-154.

PAUL M. ROBINSON, *Treasurer*

I. CURRENT BUDGET

	1967-68 Revised Budget	1968-69 Proposed Budget	1969-70 Proposed Budget
RECEIPTS			
1. Dues	57,000	90,000	94,500
2. Fees from inspection	1,250	400	400
3. Fees from reevaluation ...	1,500	1,000	1,000
4. Sales	500	500	400
5. Interest and gains	3,000	1,400	1,400
6. Allocations from funds and <i>T.E.</i>	19,000	16,000	16,000
7. Misc. income and honoraria	300	300	300
TOTAL	82,550	109,600	114,000
From Reserves	28,454	9,780	10,310
TOTAL all income	111,004	119,380	124,310

DISBURSEMENTS

Staff salaries, housing, pension	56,129 ^{ab}	62,700 ^a	65,835 ^a
Secretarial and office force...	12,960 ^c	18,980	20,400
Travel	2,500	3,000	3,000
Rent	5,100	5,400	5,700
Printing (excluding <i>T.E.</i>)	2,500	2,750	3,000
Telephone	700	1,000	1,000
Stationery and postage	3,600	4,000	4,000
Insurance	600	—	—
Equipment and improvements	1,200	1,200	1,200
Equipment rental	4,260	4,500	4,750
Repairs and maintenance	500	500	500
Workmen's compensation	250	300	325
Work of Commissions and Committees	14,500	9,500	10,100
Executive Committee	2,500	2,500	3,000
Com. on Accred.	6,400	3,500 ^d	3,500 ^d
Com. on Res. & Coun.	1,900 ^e	—	—
Com. on Christian Ed.	800	800	800
Com. on Fac. Fel.	1,300	1,500	1,500
Misc. Com.	1,600	1,200	1,300
FICA tax	1,200	1,350	1,500
Accounting fees	1,530	1,700	1,800
Dues	375	500	500
Royalties	400	200	100
Miscellaneous	800	500	500
Trustee fees	200	100	100
Moving	1,200	1,200	—
Rom. Cath. interpretation	500	—	—
TOTAL	111,004	119,380	124,310

^a Includes directors and administrative assistant to Executive Director.

^b Includes provision for 40 days of assistance in place of Mr. Carr.

^c Includes provision of \$2000 for student help and three months of new secretary to Executive Director's office.

^d Includes \$1,000 for visiting teams to associate member schools but excludes provision for expenses of accrediting teams.

^e Includes \$1,000 for visiting teams to associate schools.

BATTELLE & BATTELLE

CERTIFIED PUBLIC ACCOUNTANTS

Members of the American Institute of Certified Public Accountants

1785 Big Hill Road

Dayton 39, Ohio

ACCOUNTANTS' REPORT

The American Association of Theological Schools
Dayton, Ohio

We have examined the balance sheet (cash basis) of The American Association of Theological Schools as of June 30, 1968, and the related statements of receipts and disbursements for the two years then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the accompanying balance sheet (cash basis) and statements of receipts and disbursements present fairly the financial position of The American Association of Theological Schools at June 30, 1968, and the results of its operations for the two years then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding two years.

BATTELLE & BATTELLE

August 7, 1968.

EXHIBIT A (CASH BASIS)
BALANCE SHEET JUNE 30, 1968

ASSETS

CURRENT BUDGET FUND

Cash		\$ 22,327.83	
Due from other funds:			
Faculty Fellowship	\$ 21,656.09		
Journal	11,894.29		
Lilly	1,261.63	34,812.01	
Agency account:			
Cash—Administrative	\$ 514.87		
Resources Planning	26.63		
Philadelphia Case	25,317.64		
Investments	38,056.36	63,915.50	
Travel and insurance deposits.		528.00	\$121,583.34

FACULTY FELLOWSHIP FUND

Cash		\$ 967.57	
Agency account:			
Cash	994.59		
Investments	144,749.51	145,744.10	146,711.67

LILLY ENDOWMENT, INC. FUND

Cash		\$ 1,677.44	
Agency account:			
Cash	\$ 564.55		
Investments	11,435.45	12,000.00	\$ 13,677.44

THE JOURNAL "THEOLOGICAL EDUCATION" FUND

Cash		\$ 2,862.44	
Agency account:			
Cash	\$ 351.35		
Investments	21,434.32	21,785.67	24,648.11

LIBRARIAN FELLOWSHIP FUND

Agency account:			
Cash		\$ 362.06	
Investments		35,919.96	36,282.02

MICROTEXT FUND

Agency account:			
Cash		\$ 1,128.40	
Investments		74,875.96	76,004.36

INDEX FUND

Agency account:			
Cash		\$ 829.57	
Investments		50,843.70	51,673.27
Total assets			\$470,580.21

LIABILITIES

CURRENT BUDGET FUND

Accounts payable	\$	101.37	
Employee payroll taxes withheld		928.48	
Sabbatical leave funds		420.40	
Retained income—Exhibit B	120,133.09		\$121,583.34

FACULTY FELLOWSHIP FUND

Due to Current Budget Fund	\$	21,656.09	
Retained income—Exhibit C	125,055.58		146,711.67

LILLY ENDOWMENT, INC. FUND

Due to Current Budget Fund	\$	1,261.63	
Retained income—Exhibit D	12,415.81		13,677.44

THE JOURNAL "THEOLOGICAL EDUCATION" FUND (Note 2)

Due to Current Budget Fund	\$	11,894.29	
Retained income—Exhibit G	12,753.82		24,648.11

LIBRARIAN FELLOWSHIP FUND

Retained income—Exhibit H			36,282.02
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MICROTEXT FUND

Retained income—Exhibit I			76,004.36
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INDEX FUND

Retained income—Exhibit J			51,673.27
Total liabilities			\$470,580.21

NOTES TO FINANCIAL STATEMENTS

- NOTE 1 Investments are carried on the balance sheet at cost.
- NOTE 2 No value has been placed on the current inventory of prior *Theological Education* editions. Each edition was printed in excess of current subscription needs to make available a reasonable number of back copies. The cost related to copies on hand has been expensed in the year of printing.
- NOTE 3 *Theological Education* subscription income is included in the year received even though part of the income represents a payment for past or future issues.

EXHIBIT B

CURRENT BUDGET FUND RECEIPTS AND DISBURSEMENTS

Two Years Ended June 30, 1968

ADMINISTRATIVE

	Budget	Actual
RECEIPTS		
Annual dues	\$107,000.00	\$111,703.20
Income from sale of literature	1,500.00	5,604.54
Interest income	5,700.00	3,478.56
Inspection fees	1,250.00	1,750.00
Reevaluation fees	2,500.00	1,691.00
Gain on sale of investments	300.00	213.54
Miscellaneous income	300.00	811.19
Totals	\$118,550.00	\$125,252.03
DISBURSEMENTS—Schedule No. 1	\$178,754.00	\$138,023.63
EXCESS DISBURSEMENTS	\$ 60,204.00	\$ 12,771.60

RESOURCES PLANNING COMMISSION

RECEIPTS

Grant from Sealantic Fund, Inc.	\$131,154.00
Interest income	2,232.46
Total	\$133,386.46

DISBURSEMENTS

Professional and staff services provided for under Section I of Sealantic Fund grant:		
Arthur D. Little, Inc.	\$ 77,711.82	
Research assistants	10,823.11	\$ 88,534.93
Cost to AATS provided for under Section II of Sealantic Fund grant:		
Commission expense	\$ 27,453.01	
Honoraria	6,150.00	
Agency fees	111.62	33,714.63
Total		\$122,249.56

EXCESS RECEIPTS	\$ 11,136.90
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PHILADELPHIA CASE

RECEIPTS

Grant from Sealantic Fund	\$ 35,000.00
Philadelphia Area Member Schools	27,500.00
Interest income	506.93
Total	\$ 63,006.93

DISBURSEMENTS

Professional staff and services provided for under Section I Sealantic Fund grant Arthur D. Little, Inc.		\$ 33,278.76
Cost to the AATS provided for under Section II of Sealantic Fund grant		
Commission expense	\$ 396.45	
Honoraria	380.00	
Trustee fees	25.35	
Administrative expense allocation	343.75	1,145.55
		\$ 34,424.31
EXCESS RECEIPTS		\$ 28,582.62

RETAINED INCOME

BALANCE, JUNE 30, 1966 \$ 73,580.68

ADDITIONS

Excess Administrative receipts, 1967	\$ 11,706.14	
Excess Resources Planning Commission receipts, 1967	80,947.58	
Excess receipts of Philadelphia Area Case Study, 1968	28,582.62	
Practice of the Parish Ministry Fund, balance transferred in 1968	1,147.41	
Transfer of Lilly Endowment, Inc. unexpended grant funds:		
Lilly Endowment, Inc. Fund:		
Regional Conference ...	\$2,917.98	
Visiting teams	7,668.90	
Conference of Seminary Professors	682.63	
Accumulated income ...	5,000.00	16,269.51
Pre-Seminary Study Fund, balance transferred in 1967	2,187.57	140,840.83

DEDUCTIONS

Excess administrative disbursements, 1968	\$ 24,477.74	
Excess Resources Planning Commission disbursements, 1968	69,810.68	94,288.42
BALANCE, JUNE 30, 1968		\$120,133.09

SCHEDULE NO. 1

CURRENT BUDGET FUND DISBURSEMENTS

Two Years Ended June 30, 1968

ADMINISTRATIVE

	Budget	Actual
Staff salaries, housing, and pensions	\$109,429.00	\$ 93,928.18
Secretarial and office salaries	22,060.00	21,963.11
Travel	5,000.00	4,470.96
Rent	9,900.00	10,009.81
Printing	5,000.00	5,924.17
Telephone	1,400.00	2,391.10
Stationery and postage	6,600.00	8,540.20
Office equipment and improvements	2,700.00	3,364.18
Repairs and maintenance	1,000.00	839.54
Equipment rental	4,260.00	5,525.58
F. I. C. A. expense	1,700.00	1,737.38
Other payroll taxes	500.00	348.09
Auditing	2,830.00	2,930.00
Insurance expense	600.00	582.00
Dues	675.00	750.00
Biennial meeting expense	—0—	133.25
Agency fees	400.00	173.94
Committee and Commission expense:		
Executive Committee	26,700.00	5,491.61
Commission on Accrediting		9,401.44
Commission on Research and Counsel		1,467.57
Commission on Christian Education		1,196.92
Committee on Recruiting		437.82
Committee on Financial Aid to Students		850.15
Committee on Clinical Pastoral Education		1,116.97
Committee on Standards for the Professional Doctorate		2,887.21
Commission on Faculty Fellowships		2,227.92
Miscellaneous	4,000.00	2,349.28
Totals	\$204,754.00	\$191,038.38

Less administrative expenses allocated to
other funds:

Faculty Fellowship Fund	\$ 11,250.00	\$ 28,678.00
Lilly Faculty Fellowship Fund		2,250.00
Librarian Fellowship Fund		875.00
Practice of the Parish Ministry Fund.		521.00
Library Development Fund		500.00
Microtext Fund		460.00
Index Fund		311.00
Lilly Endowment, Inc. Fund		291.00
Journal "Theological Education" Fund	14,750.00	18,785.00
Current Budget Fund—Philadelphia Area Case Study		343.75
Totals	\$ 26,000.00	\$ 53,014.75
Administrative disbursements ..	\$178,754.00	\$138,023.63

EXHIBIT C
FACULTY FELLOWSHIP FUND
Two Years Ended June 30, 1968

RECEIPTS

Grants from Sealantic Fund, Inc.	\$300,000.00
Interest income	7,681.37
Total	\$307,681.37

DISBURSEMENTS

Awards:	
1966-67 Program awards disbursed	\$140,000.00
1967-68 Program awards disbursed	138,300.00
1968-69 Program awards advanced	26,750.00
Total awards disbursed	\$305,050.00
Administrative allocation—Current Budget	28,678.00
Agency fees	384.21
Total	\$334,112.21

EXCESS DISBURSEMENTS	(26,430.84)
ADD: Retained income, June 30, 1966	\$151,486.42
RETAINED INCOME, June 30, 1968	\$125,055.58

EXHIBIT D
LILLY ENDOWMENT, INC. FUND
Two Years Ended June 30, 1968

RECEIPTS

Grants from Lilly Endowment, Inc.	\$ 12,750.00
Interest income	2,007.12
Total	\$ 14,757.12

DISBURSEMENTS

Faculty fellowship program—Associate member schools 1966-67, 1967-68 program	\$ 24,002.70
Awards advanced, 1968-69 program	2,000.00
Total awards disbursed	\$ 26,002.70

Study of the teaching of biblical languages	13,172.81	
Administrative allocation—Current Budget	2,541.00	
Agency fees	99.33	
Total	\$ 41,815.84	
EXCESS DISBURSEMENTS		(27,058.72)
Transfer to Current Budget fund, unex- pended grant funds:		
Regional conferences	\$ 2,917.98	
Visiting teams	7,668.90	
Conference of seminary professors ..	682.63	
Accumulated income	5,000.00	(16,269.51)
		(43,328.23)
ADD: Retained income, June 30, 1966	\$ 55,744.04	
RETAINED INCOME, June 30, 1968	\$ 12,415.81	

ANALYSIS OF RETAINED INCOME

Conference of seminary professors in 1965 \$	592.14	
Faculty Fellowship program—Associate member schools	9,997.30	
Accumulated income	1,826.37	
		\$ 12,415.81

EXHIBIT E
PRE-SEMINARY STUDY FUND
Two Years Ended June 30, 1968

RECEIPTS

Interest income	\$	28.52
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DISBURSEMENTS

Issues of <i>Theological Education</i> used in conferences	\$	275.00
Agency fees		1.43
Total	\$	276.43

EXCESS DISBURSEMENTS		(247.91)
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Retained income, June 30, 1966	\$	2,435.48
	\$	2,187.57

Transfer to Current Budget		
Retained income, June 30, 1966	\$	2,435.48
Cash overdraft	(247.91)	2,187.57
Retained income, June 30, 1968		—0—

RECEIPTS

Interest income	\$	286.58
Refund of travel advance		68.40
Total	\$	354.98

DISBURSEMENTS

Publication of <i>Education for Ministry</i> and the fall edition of <i>Theological Education</i>	\$ 8,644.53
Remittances of administrative expenses of Director ..	947.90
Administrative allocation—Current Budget	521.00
Agency fees	14.33
Total	\$ 10,127.76

EXCESS DISBURSEMENTS	(9,772.78)
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ADD: Retained income, June 30, 1966	10,920.39
	\$ 1,147.61

Transfer of balance to Current Budget fund	(1,147.61)
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RETAINED INCOME, June 30, 1968 —0—

EXHIBIT G

THE JOURNAL "THEOLOGICAL EDUCATION" FUND

Two Years Ended June 30, 1968

RECEIPTS

Grant from Lilly Endowment, Inc	\$ 9,000.00
Journal subscriptions, Note 3	17,944.00
Interest income	1,778.23
Miscellaneous income	721.50
Total	\$ 29,443.73

DISBURSEMENTS

Printing and freight	\$ 13,740.40
Allocations to Current Budget:	
Editorial and clerical	13,000.00
Promotion	3,500.00
Administrative	235.00
Free subscriptions costs	2,050.00
Addressing, postage, inserting, and mailing	2,015.94
Equipment	479.93
Promotion	710.94
Agency fees	88.93
Total	\$ 35,821.14

EXCESS DISBURSEMENTS (6,377.41)

ADD: Retained income, June 30, 1966 \$ 19,131.23

RETAINED INCOME, June 30, 1968 \$ 12,753.82

EXHIBIT H
LIBRARIAN FELLOWSHIP FUND
Two Years Ended June 30, 1968

RECEIPTS

Grant from Sealantic Fund, Inc.	\$ 35,000.00
Interest income	2,270.55
Total	\$ 37,270.55

DISBURSEMENTS

Administrative allocation—Current Budget	\$ 875.00
Agency fees	113.53
Total	\$ 988.53

EXCESS RECEIPTS— RETAINED INCOME,

June 30, 1968	\$ 36,282.02
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EXHIBIT I
MICROTEXT FUND
Two Years Ended June 30, 1968

RECEIPTS

Interest income	\$ 6,109.36
Gain on exchange of securities	151.72
Total	\$ 6,261.08

DISBURSEMENTS

Administrative allocation—Current Budget	\$ 460.00
Agency fees	305.78
Total	\$ 765.78

EXCESS RECEIPTS	\$ 5,495.30
ADD: Retained income, June 30, 1966	70,509.06
RETAINED INCOME, June 30, 1968	\$ 76,004.36

EXHIBIT J
INDEX FUND
Two Years Ended June 30, 1968

RECEIPTS

Interest income	\$ 4,340.88
Gain on exchange of securities	128.76
Total	\$ 4,469.64

DISBURSEMENTS

Administrative allocation—Current Budget	\$ 311.00
Agency fees	217.04
Total	\$ 528.04

EXCESS RECEIPTS \$ 3,941.60

ADD: Retained income, June 30, 1966 47,731.67

RETAINED INCOME, June 30, 1968 \$ 51,673.27

EXHIBIT K
LIBRARY DEVELOPMENT FUND
Two Years Ended June 30, 1968

RECEIPTS

Interest income	\$ 3,412.36
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DISBURSEMENTS

Disbursements to accredited seminaries	\$139,600.00
Administrative allocation—Current Budget	500.00
Agency fees	170.62
Total	\$140,270.62

EXCESS DISBURSEMENTS (136,858.26)

ADD: Retained income, June 30, 1966 145,878.31

Transfer of balance to Director of the fund \$ 9,020.05

RETAINED INCOME, June 30, 1968 —0—

REPORT OF THE COMMITTEE ON CLINICAL PASTORAL EDUCATION

As a study committee under the Commission on Research and Counsel of the American Association of Theological Schools, we are primarily concerned with reviewing questions regarding seminary responsibilities in relating to "off-campus" programs for clinical pastoral education.

Observing that the term "clinical" is increasingly taking on broader proportions in the thought of many theological educators, we have discussed the word "clinic" as it is being conceived. A "clinical" setting was described by this committee as "any setting in which problems may be studied under supervision through the use of concrete material." Key concepts for understanding clinical pastoral education are setting, supervision, and method.

The setting, which within clinical pastoral education has traditionally been hospitals and correctional institutions, now includes new forms of organized efforts in behalf of persons as well as some old, such as parish training centers.

Supervision is a basic factor in clinical pastoral education. The supervisor not only demonstrates how one carries on his professional purpose and establishes his professional identity, but also encourages the student's individual practice and helps him fuse his personal and professional identity.

The "case" method has also been an essential part of clinical pastoral education. Through the "case" approach the student is provoked to examine theological implications of his experiencing as well as the nature of his own pastoral operations.

Our discussion has elicited issues relative to the distinction between various training models and the need for further empirical evidence in dealing with them. In this regard, we discussed the distinction between the "ministry" and the nature of a "professional."

We have considered also a redefinition of "supervision" to cover a series of functions which can be carried on by one or more persons in a training center. Three levels of supervision were suggested: (1) Students may participate under supervision as sensitively reflective observers, (2) they then would move toward mutual analysis and reflection through an enabling peer relationship, (3) finally they would be engaged under supervision in a specialized task. Thus, the problem of "professionalism" may be confronted and a corrective worked into the supervision.

In view of our discussion our report to the Commission on Research and Counsel comes in two parts: Part I deals with specific recommendations regarding seminary relationships to centers of clinical pastoral education; Part II contains recommendations for broadening the character and the scope of this committee.

I.

A. *Suggested Criteria Guiding Administrative Relations.*

1. That the Executive Committee of the American Association of Theological Schools appoint two delegates to represent it in the House of Delegates of the Association for Clinical Pastoral Education.
2. That the seminaries select and approve those centers which are accredited by the Association for Clinical Pastoral Education and which provide training consistent with the affiliated seminary.
3. That the seminaries select and approve for teaching associates those certified chaplain supervisors who can be given status as part-time members of the instructional staff of the seminary.
4. That the seminaries maintain adequate communication and liaison with CPE centers on the matter of program, and that an appropriate officer, department, or committee in the seminary be assigned this responsibility.

5. That in any areas where a cluster of centers of clinical pastoral education is desired, a seminary responsibly relate itself to three or more centers and that, in cooperation with the centers, the seminary act in appointing a committee or board to give general oversight to the training offered in the cluster. In such clusters it is recommended that as a partial remuneration for services rendered by the training centers, especially in instances where a center is forbidden by law to collect fees, the seminary offer to act as comptroller, collecting fees and disbursing them to the centers for their program needs.
 6. That seminaries integrate clinical pastoral education into the total curriculum of theological education and encourage the integration of theological disciplines other than pastoral care into clinical pastoral education of the centers to which they relate.
 7. That the seminaries accept responsibility for financial support of their CPE programs to the degree which is commensurate with the relationships described above.
- B. *Suggested Criteria Governing the Awarding of Academic Credit.*

The Committee recommends:

1. That, where credit is given for CPE, a course syllabus or prospectus be submitted by the supervising chaplain and approved by the seminary faculty (or its appropriate committee or officer) before credit is awarded, and that a course for which credit is given be described in the seminary's catalog.
2. That seminaries identify what they expect their students to achieve as a result of completing a course of CPE, and that they include the following as essential objectives to be identified:
 - a. A clear focus on the identity of the student as a pastor responsibly related to the Christian community.
 - b. An understanding of the theological bases of clin-

ical pastoral practice in theology and the behavioral and social sciences.

- c. Progress of the student in developing competence in interpersonal relations, cultural awareness, and effectiveness in the Christian ministry.

C. *Suggested Criteria Governing Selection of Chaplain Supervisors.*

1. Supervisors offering courses for seminary credit shall be certified chaplain supervisors of the Association for Clinical Pastoral Education.
2. Supervisors offering courses for seminary credit shall be ordained ministers working with the approval and endorsement of their denominations. It is expected that they shall be committed to a full partnership in the whole ministry of the church.
3. Supervisors offering courses for seminary credit shall each have had a satisfactory period of pastoral experience, and shall show an understanding of and commitment to the responsibilities of the pastoral office.
4. Supervisors offering courses for seminary credit shall be persons who manifest a continuing growth in academic studies associated with the pastoral ministry. This may be shown by the earning of advanced degrees in theological studies.
5. Supervisors offering courses for seminary credit shall be persons who accept the role of theological educators with a capacity for integrating clinical work with theological understandings. They are therapeutic teachers rather than psychotherapists. This includes such responsibilities as coordinating their clinical work with the academic curriculum of the seminary on such matters as content, schedules, reports to the seminary on students, the grading of student's activities, and filing with the appropriate member of the seminary's curriculum committee a syllabus of the clinical courses offered.

II.

The committee believes it has fulfilled the terms of its original assignment to deal with issues arising out of concerns for clinical pastoral education. We see a new situation emerging since the merger of the several training organizations into the ACPE. There is general acceptance of supervision as a principle in theological education, and emerging new factors in the complex must be taken into account. An emerging variety of movements and groups outside of the immediate seminary walls call for new forms of participation of seminaries and all who are concerned for the enterprise of theological education. Reformulations of the traditional terminology and new conceptualizations and definitions are required, as, for example, "clinical," "education," "ministry," etc. Therefore, it is our judgment that the character and scope of the committee should be restudied in the light of these stages and the development of ACPE as a vigorous and adequate expression of the general concern for clinical pastoral training.

Therefore, the committee recommends: that the American Association of Theological Schools establish a commission on affiliated pastoral educational programs, or participate in convening a work group constituted proportionally from the following: (1) seminary field educators, (2) clinical pastoral educators, (3) representatives of training programs for:

- a. community ministries
- b. industrial missions
- c. campus ministries
- d. continuing education for ministers
- e. urban training centers
- f. lay schools of theology
- g. other training efforts for clergy and laity.

The function of such a commission or work group may be *to define further*:

- (1) educational elements involved in preparing believers for participation in society;
- (2) a ministry which focuses on enabling colleagues in

secular life to participate faithfully and effectively in that life;

- (3) theological specialties designed to meet specific needs and to minister within particular settings;
- (4) proposals for the implementation of the implications of (1), (2), and (3) for seminaries in their developing programs of theological education.

LOWELL G. COLSTON, *Chairman*

REPORT OF THE COMMISSION ON CHRISTIAN EDUCATION

Two full-day sessions of the Commission on Christian Education were held on February 13, 1967, and February 12, 1968, at the School of Religious Education of the Southwestern Baptist Theological Seminary in Fort Worth, Texas. Some projects and advisory functions of the Commission were handled by mail during this biennium also.

The Commission is deeply grateful for the excellent help given by Dr. Jesse H. Ziegler and his staff of the AATS. One of their special contributions was the preparation each year of massive statistical data from the member institutions. From these the Commission sought to determine whether there were any noteworthy trends in the numbers of professional ministers of education being educated. Because of the confusions of degree nomenclature and the lack of specificity in reporting the particular ministerial goals of students now in seminaries such trends were difficult to detect. There was general consensus that increasing percentages of male students are preparing in Christian education and that increasing numbers are preparing in the three-year Bachelor of Divinity or Master of Divinity degree programs rather than in the traditional Master of Religious Education degree programs.

The Commission also noted and encouraged a wide range of curriculum innovations now being tried. The accreditation standards were again examined in relation to their adequacy for governing degree programs in Christian education. It was felt that they are sufficiently broad and general to keep the level of education high while at the same time permitting experimentation.

The suggested standards for professional doctorates were examined. Special attention was given to their adequacy for doctoral programs in the field of Christian education. The Commission was not agreed as to the fundamental differences between the standards for research doctorates and the standards for professional doctorates. Most of the members, however, felt that rigid language requirements were less appropriate than general standards requiring training in whatever tools might be needed in a particular doctoral program. Such tools as languages, linguistic analysis, statistics, or psychological testing might be appropriate for different doctoral programs.

The Commission has successfully carried out its plan to cooperate with Dr. D. Campbell Wyckoff of Princeton in preparing an annotated bibliography of Christian education annually for use of our member institutions. The AATS office has sent to each librarian of the Association and professors of Christian education in the Association copies of such recent bibliographies. The Association is deeply indebted to the work done by Dr. Wyckoff in making this project possible.

One of the major concerns of the Commission has been the desire to stimulate new research in the description of the ministry of Christian education and the kind of education appropriate for it. A screening committee for such research was set up and those who might conduct such research are being sought.

The Commission welcomes the suggestions and assignments of member institutions of the AATS.

C. ADRIAN HEATON, *Chairman*

REPORT OF COMMITTEE ON STUDENT FINANCIAL AID

I. *Principles of Student Financial Aid*

The Committee has continued to work on the statement of principles, and now proposes a revised statement. (Cf. *Bulletin* 28, p. 58)

II. *Activities during the biennium*

- A. *Sponsorship.* As recommended by the AATS biennial in 1964, the committee is now related to both the AATS and to the National Council of Churches. The latter relationship is through the Department of Ministry and its Commission on Vocation and Enlistment. The committee's chairman is now a member of that Commission. The National Council of Churches contributes financially to the committee's work through providing office services, the AATS through support of the workshops described below.
- B. *Workshops.* The committee has continued its practice of holding regional workshops as a means of acquainting seminary aid officers with the principles and with the procedures based upon them and made practical through the use of common forms. The following workshops were held:

Berkeley, California	November 28-29, 1966
Dallas, Texas	November 30-December 1, 1966
Atlanta, Georgia	December 2-3, 1966
New York, N.Y.	January 13-14, 1967
Indianapolis, Indiana	January 24-25, 1968

In these workshops, 63 seminaries were represented in the total attendance of 105 persons.

- C. *Common forms, other publications.* The committee has printed, sold, and distributed, through the NCC's Department of Publication Services, the following common forms. The number given indicates the copies sold to approximately 30 seminaries in 1967:

Financial Information Form, with budget	
pages	4100 copies
Financing A Theological Education	3200 copies
Computation Manual	77 copies
Need Analysis Report	1250 copies

In addition, the committee prepared and printed a listing "Financial Aid for Professional and Graduate Education" in an edition of 5000, of which 3500 copies have been sold at \$.50 a copy.

- D. *Updating student expense norms.* Preliminary to the revision of the Computation Manual, a student expense survey was carried out by ten seminaries in 1967, in order to bring up to date the student expense norms in the manual. Such a survey will be made in 1969 prior to printing the revised common forms in 1970.
- E. *Interdenominational consultation.* The committee has planned and set up a Consultation on the Administration of Financial Aid for Theological Students, for denominational executives responsible for theological education. The Consultation was held in New York, New York, on May 8-9, 1968, with fifteen denominations represented.
- F. *Common terminology.* The committee has produced a suggested list of common terms, with their definitions, which is found as Appendix B to this report. The use of these terms is suggested for greater clarity in communications between seminaries and students, and between seminaries.
- G. *The Committee itself.* The committee has met twice each year. It is composed of three members appointed by AATS, three appointed by NCC, one member-at-large elected by the committee, and two ex-officio members related to the staffs of AATS and NCC.

<i>Class</i>	<i>AATS</i>	<i>NCC</i>	<i>At-large</i>
1968	Robert E. Broadwell, Secy. (Union Theological Semi- nary)	Mildred Winston (Lutheran Church in America)	C. Shelby Rooks (Fund for Theo- logical Educa- tion)
1969	Vacancy	William Likins (United Methodist)	
1970	Vacancy	Wilmina Rowland, Chmn. (United Presbyterian)	
Ex officio	David S. Schuller (AATS)	Burnice Fjellman (NCC)	

III. *Activities planned for the next biennium*

- A. *Workshops for training of financial aid officers.* The committee feels it important to continue the workshops because of the high turnover of financial aid officers, and the fact that 56 seminaries have never been represented at a workshop. In the projected workshops, there will be sections for new aid officers and for experienced aid officers.

The dates and places follow:

Berkeley, California: February 1969
 Boston, Massachusetts: February 1969
 Fort Worth, Texas: Fall 1969
 Durham, North Carolina: Fall 1969
 Chicago, Illinois: Spring 1970

The Chicago workshop would be a national rather than a regional meeting, with a section for denominational executives.

- B. *Continued publication of common forms and of the list of sources of financial aid.*
- C. *Continued work with denominations.*
- D. *Continued offer of the committee's consultative services and of a computation service.*

E. *Attention to the following urgent topics:*

- Financial aid for continuing education
- Financial aid for foreign students in our seminaries
- Financial aid for Negro theological students and those of other minority groups
- The relation of financial aid to unconventional and non-academic types of training

IV. *Conclusion*

The committee is grateful for the appropriation from AATS which has enabled it to hold the workshop fee at a reasonable level for seminary participants. It especially appreciates the Reverend Aute Carr's membership on the committee, and the effective help he rendered in many of its activities. The committee is sorry to see him leave the AATS staff and wishes him well, as it welcomes Dr. Schuller into its membership.

The committee hopes that AATS will continue its joint sponsorship with the National Council of Churches, and its support of the committee's work in the service of theological education.

Suggested Common Terminology

I. *Grants (i.e., gift assistance)*

1. *Scholarship or fellowship*: given because of the student's academic performance. The amount should be determined by financial need, but this principle is not always observed.

Example: Episcopal General Convention Scholarships for Theological Students. Upon recommendation of the applicant's seminary dean and endorsement of his bishop, a student maintaining at least a B average and submitting a financial statement demonstrating need, is eligible for financial assistance. The maximum grant is \$1,000. Matching grants are made to the seminaries of recipients.

Scholarship is the preferred term at the B.D. level,

since *fellowship* usually connotes aid for more advanced graduate study.

2. *Grant-in-aid* (or grant, or study grant): aid given because of the student's financial need. The amount should be determined by need.

Example: United Presbyterian Study Grants, offered to United Presbyterian candidates for church occupations by the Board of Christian Education on the recommendation of the seminary. The amount is determined by need; the maximum grant is \$1000.

3. *Prize or award*: funds, usually of a fixed amount of relatively small size, given a student in recognition of some specific achievement.

Example: Tew Prize in New Testament at Yale Divinity School.

4. *Field education grant or stipend*: compensation for field education required for a degree.

Example: \$500 stipend for required field education for junior at Union Theological Seminary, New York.

II. *Employment*

1. *Compensation for work in a church or agency*, beyond the degree requirement of the institution.

Example: Student pastorates, providing salary and parsonage, available to its students through Chicago Theological Seminary.

2. *Campus job*: paid employment within the student's institution.

Example: Jobs in dining hall, library, and other phases of routine seminary maintenance and operation, at Crozer Theological Seminary.

3. *Off-campus job*: paid employment outside the student's institution.

Example: Job in city post office.

III. *Loan*

1. *Loans repayable in cash*: long-term or short-term, with interest or without interest.

Examples: Methodist Student Loan Fund, available to members of the United Methodist Church, for a maximum of \$600 a year, repayable in cash within six years after completing or discontinuing study.

National Defense Student Loans, U.S. Office of Education, with 3% interest, to be repaid within 11 years of graduation.

2. *Loan repayable in service*: with or without interest.

Example: Wm. H. Nelson Educational Foundation loans, repayment with one year's service in a church occupation for one year's loan, or failing that, in cash with interest.

3. *Loan or grant, with conditional repayment*

Example: Alexander McConnell Fund to be "used only for the education of candidates for the Presbyterian ministry, and in the event that such candidate shall change to another denomination or shall repudiate the jurisdiction of the Presbyterian Church, then the amount shall immediately become due." Otherwise the loan is to be repayable in service.

WILMINA ROWLAND, *Chairman*

REPORT OF THE NATIONAL COOPERATIVE ENLISTMENT PROJECT

The National Cooperative Enlistment Project is a pilot project of the Department of Ministry of the National Council of Churches supported by eleven Protestant denominations, more than forty member seminaries of the American Association of Theological Schools, and three foundations.

The project is being conducted primarily in the Great Lakes region. The purpose in confining the experimental region is in order that a few selected institutions and situations may be examined and experimented with in greater depth and intensity. The project, however, remains national in its scope and intention and it is hoped that the results of the research and experimentation carried out in a narrowly defined area can be projected to and used in other regions and on a national and ecumenical basis.

The first phase of this three-year project was to analyze what has and is being done by seminaries and church agencies in the area of enlistment and to focus the program phase toward certain key objectives which reflect contemporary problem areas in enlistment for the ministry. Out of this first year's analysis has grown the specific purpose of the program phase of the project which is to be conducted over the next two years. The specific purpose of this program phase is to develop more effective methods for the cooperative enlistment of qualified students from public colleges and universities for graduate theological education and the church's professional ministries and to build into every recruitment program within the project an evaluative process which will assist the church in making future decisions about the most efficient and effective means of enlisting persons for its professional ministries.

In light of this purpose four program objectives and the programs designed to achieve each objective have been set forth. They are as follows:

I. Develop several appropriate "contexts for student vocational decision making" in which college students who are or might be in the process of considering the ministry of the church as a career option can participate. We have in mind here such things as one-shot dinners and discussions, weekend conferences, ten-day seminars, summer intern experiences, and even "trial year" programs. Obviously, not all of these programs can be carried out under the administration of this project but we hope to use the data available from other groups who are running such projects as evaluative data to help us determine which are effective instru-

ments for interpreting the church and its ministry to students who are in the process of making vocational decisions.

II. Develop college and university-based channels for the interpretation of the church and its ministry to students who are making vocational decisions. Our concern at this point is to determine what resources are available in a university context to assist a person in making vocational decisions, in particular, decisions about the ministry as a vocation. We are working with faculty, campus ministers, guidance counselors, student personnel and placement offices, and student unions in order to determine their role in this process and how the denominations and seminaries might assist them in this task. Meetings and consultations have and are being held with these various groups and specific material is being prepared for certain ones of this group who have expressed a desire and need for it. We are also attempting to give direct financial and resource help to local groups who desire to take the initiative in the area of enlistment for the ministry. Our theory at this point is that a local group knows its own situation better and can have a continuous and sustaining contact with students if they could be encouraged to take some initiative in this area.

III. Encourage seminary cooperation for recruitment in public higher educational institutions. We have helped to initiate a joint recruitment effort among eleven Protestant seminaries in the greater Chicago area. The first result of this effort was a joint conference on theological education and the ministry sponsored by these eleven seminaries and aimed at students in thirty-six state schools over a five-state area. The conference was held very successfully in Chicago during the spring of 1968. It is hoped that this joint effort in strategy will continue to develop and expand. It is our hope that the Roman Catholic seminaries in the Chicago area will also join in this cooperative effort. It is our intention and desire that this cooperative effort among seminaries in the Chicago area might serve as a model for other clusters of seminaries around the country. It is becoming increasingly difficult to recruit as a single denomination or

institution on a state university campus so that some cooperative effort in this direction must be developed if we are to tap the resources of the bulk of students who are attending state colleges and universities in our day.

IV. Create appropriate communication resources for enlistment for theological education and the church's ministry. We have a committee from the project which is working to develop two specific pieces of literature which will be published in the early fall. The first is a resource piece for college and university personnel who may serve as interpreters of the church and its ministry to students who are making vocational decisions. This piece is designed for those persons who have numerous occasions to counsel with students about vocations but who have very little information or knowledge about theological education and the ministry with which to assist the student in considering this area as a possible vocational option. The second piece is designed for the students themselves and will be used interdenominationally.

Finally, we are exploring the possibilities of mass exposure through public media. Our first step in this direction has been to form the committee composed of a Roman Catholic representative, a Jewish representative, and a director of the National Cooperative Enlistment Project to explore how we might cooperate in sponsoring some advertisement in national media. We are working on ads for which we hope to secure free space in national magazines as a tri-faith appeal.

DOUGLASS LEWIS, *Director*

REPORT OF THE STUDY: TEACHING THE BIBLICAL LANGUAGES

The purpose of this report is to sum up some of the findings of the study of the teaching of the biblical languages which Professors Eugene V. N. Goetchius, George M. Landes, and I conducted, with the help of many colleagues, during the academic year 1966-67. The study was published in the Summer 1967 issue of *Theological Education*. Let me repeat here our deep thanks to our colleagues who took the time to complete the several questionnaires and thereby made the study, we believe, quite valuable for theological educators. Special thanks are due to Mr. Charles G. Williams of the Lilly Endowment, Inc., to Drs. Charles L. Taylor and Jesse H. Ziegler of the AATS, and to those others named in the published report.

Let me now single out some of the findings.

I. *The teaching of the biblical languages at the pre-seminary level*

We were surprised and gratified to discover that a majority of the colleges and universities reporting indicated that either Greek or Hebrew (in some cases both) was being offered to undergraduates. The number of students per class was not large, and the percentage of seminary alumni who had taken one or more of the biblical languages in college was small. Even so, it is evident from the study that a sizeable number of students are being provided opportunity to secure good instruction in one or more of the biblical languages prior to their enrollment in seminary. We encourage that development. One of our recommendations calls for seminaries to cooperate with college faculty members in the further development of these opportunities.

II. *Responses of seminary alumni*

We also were gratified and somewhat surprised to find that a large majority of the 372 alumni who responded were, on the whole, convinced that their study of the biblical languages had been worthwhile and that they continued to use the languages in exegetical work, teaching, and sermon preparation. Of the 372, 309 had taken one or more of the biblical languages. The majority did so because they were

required to do so. The 63 who had not taken any biblical language gave various reasons. They maintained that their decision not to do so was prompted neither by their having been discouraged by others nor because instruction in the biblical languages was represented to be poor.

Several alumni made proposals or responses regarding what might be done to keep alive or further their knowledge and use of the biblical languages. Let me mention several:

1. Intensive exegetical seminar work of four or five days' duration at seminaries or church centers.
2. Formation of clergy and lay study groups to meet periodically for hermeneutical study of biblical passages, dealing especially with the question how the text of Scripture can make its proper disclosure for us in our times.
3. Summer refresher courses in exegesis or for review of linguistic tools and exercise in their use.
4. Local societies of biblical studies organized to further the serious study of Scripture.

III. *Modern linguistics*

The study included a section in which we sought to indicate, especially under the guidance of Professor Goetchius and some of his associates, the importance of modern linguistics for the teaching and the study of the biblical languages. We sought to make clear that descriptive or structural linguistics in particular offers special assistance in the analysis of the structure of one's own language and in the delineation of the differences and similarities between that structure and the structure of the biblical language being studied. The teacher of the biblical language is himself thereby aided in the understanding of language as such, especially linguistic structure. His own teaching can profitably give considerable attention to structure as dealt with by linguists. We also pointed out that many of the teaching aids developed, including lexicons and dictionaries, will be the more useful when prepared with additional attention to modern linguistics.

IV. *Teaching aids*

We called attention to the growing use of various aids in language teaching but pointed out that they are very costly. We recommended as much cooperation as possible among seminaries in order to make such costs the more manageable.

V. *Prospects for required language study*

We noted that the impetus for requirements in the biblical languages continues to come from church bodies and seminaries related to church bodies. We suggested that the requirement may be modified at several seminaries shortly. We recommended that all seminaries state their rationale for requiring or commending the study of the biblical languages.

VI. *The need for specialists*

We suggested that in coming years seminaries may find it necessary to appoint specialists in the teaching of the biblical languages rather than to continue with instruction in Hebrew and Greek provided by professors of Old and New Testament, respectively. Such specialists might well benefit, we maintained, by specialized work in linguistics in addition to their competence in Hebrew, Greek, and Aramaic. We were thinking of one or more faculty members who could assume responsibility for all of the biblical language instruction.

VII. *Summer programs*

We recommended regional centers in the U.S. and Canada for the teaching of the biblical languages. At such centers, a group of specialists could be assembled; equipment secured; new teaching aids developed; some of the more exotic languages taught; and research on language and the biblical languages prosecuted in behalf of theological education as a whole.

VIII. *Recommendations*

Let me close this brief report by listing again the five recommendations:

1. Each member school of the Association is urged to determine and make public its purposes and objectives in the teaching of the biblical languages.

2. Each member school of the Association should provide sufficient flexibility in its curriculum to enable students to learn one or more biblical languages well and to use the language(s) in exegetical and other work.

3. The member schools should cooperate with college and university teachers of religion in the development of undergraduate courses in the biblical languages.

4. Each member school should seek ways to cooperate in the establishment of summer language institutes, and the Association should provide leadership in the development of these institutes in appropriate regions of the United States and Canada.

5. Each member school should continue and accelerate experimental efforts to improve methods of instruction in the biblical languages, to make best possible use of the findings of general linguistics, and to join in and exploit the results of philosophical and theological analyses of language.

WALTER HARRELSON, *Director*

REPORT OF THE RESOURCES PLANNING COMMISSION

The report of the Commission was printed in *Theological Education* in the following numbers as under the following titles:

Vol. IV, No. 4, "Theological Education in the 1970's:
Redeployment of Resources"

Supplement I "Cooperative Structures in Theological
Education"

Supplement II "Economics and Organization of Theo-
logical Education"

Vol. IV, No. 3, "Theological Curriculum for the 1970's"

ARTHUR R. MCKAY, *Chairman*

REPORT OF COURTESIES COMMITTEE

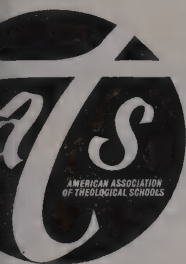
Mr. President: The courtesies committee, consisting of President E. F. Sheridan, Dean Balmer H. Kelly, and President Beauford A. Norris, is happy to present the following resolution:

BE IT RESOLVED, that the members of this Association express their deep appreciation to Concordia Seminary for the outstanding hospitality extended to us during the 1968 meetings of our biennial assembly, with very special thanks to President Alfred O. Fuerbringer and to all of his colleagues who helped make such flawless preparation for our stay on this magnificent campus; and,

THAT, we express our gratitude to our presiding officers, President Robert V. Moss, Jr., and Vice-President Allix B. James who have led our deliberations with dignity and effectiveness, and to the secretary and treasurer for their efficient service.

THAT, we extend our sincere thanks to all of those who have enriched our fellowship through special formal presentations, to Dr. Moss for his excellent presidential address, to Dr. George W. Hoyer for his meaningful leadership in the worship of God, to Fr. Bernard Cooke and Dr. Daniel Day Wililams for their provocative lectures, to Dr. Seward Hiltner for his presentation of the committee report on Standards for a Professional Doctorate, to President Arthur R. McKay for leading us in discussion of the final report from the Resources Planning Commission, and to all others who through special reports and/or panel participation increased our knowledge and stimulated our thinking; and, further,

THAT, we express our heartfelt appreciation to the permanent staff members of AATS (Dr. Jesse H. Ziegler, Dr. David S. Schuller, Mrs. Charlotte Thompson, and Mrs. Martha Bookwalter) for their effective and genial leadership, for their careful and thorough preparation of materials and the provision of countless services which have insured the smooth and pleasant progress of our entire program for these days.



BULLETIN

THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS
in the United States and Canada

4 Third National Building, Dayton, Ohio 45402

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INTRODUCTION

Identified primarily because of its responsibilities within the world of higher education but with warm and strategic ties to the church bodies of North America, the American Association of Theological Schools maintains its single focus "to promote the improvement of theological education."

The Association began in 1918 as a conference of theological schools meeting biennially. In 1938 it became an Association, adopted standards for judging quality, and established a list of accredited schools. In 1956 it was incorporated and secured a full-time staff to promote its concerns. It began in 1956 administration of a program of faculty fellowships for accredited schools, in 1965 for associate schools. In 1964 it began publication of the quarterly journal, *Theological Education*. A first *Fact Book on Theological Education* was published in 1970.

From its beginning the Association has been representative in membership and leadership of both the United States and Canada. Originally Protestant in character, since 1966 it has received into its membership the two major Eastern Orthodox seminaries and a growing number of Roman Catholic schools representing religious communities and diocesan authorities. Among the Protestant members a broad spectrum of doctrinal and ecclesiastical positions is to be found. In 1970 the constitution was amended to open membership to schools educating professional leadership for the Jewish religious community.

Legislative functions of the Association such as development of standards for membership and accreditation, setting of membership dues, changes in constitution or bylaws are conducted by the biennial meeting of the entire Association composed of one voting representative of each member school. Major decisions are usually preceded by hearings conducted on a regional basis. Administrative functions of the Association are carried forward by the Executive Committee of fourteen members and by various commissions and committees. Executive functions are carried by a full-time staff responsible to the Executive Committee and serving the member schools and the various commissions and committees.

Through its staff the Association seeks to serve the interests and needs of theological education, to consult with the representatives of churches, theological schools, or other educational agencies on matters looking toward a more meaningful strategy for theological education in North America.

The Association holds membership in the National Commission on Accrediting by which its responsibility is recognized for accrediting activities in the field of post-A.B. graduate professional theological education. It works cooperatively with regional accrediting associations, with other professional accrediting associations, and with the National Catholic Education Association. It is an active member of the American Council on Education.

In the ecclesiastical world the Association maintains or seeks working relationships with various denominational boards and committees dealing with ministry and higher education, with similar committees of the National Council of Churches and the National Association of Evangelicals.

In the area represented by a combination of theological and higher education interests the Association has worked with, enjoys continuing affiliation with, or encourages joint meetings with organizations such as the American Academy of Religion, the American Theological Library Association, the American Association of Seminary Professors in the Practical Fields, the American Association of Seminary Staff Officers, the Association of Professors of Missions, the Association for Clinical Pastoral Education, the Consultation for Directors of Field Education, and others.

The *Handbook* of the Association is meant to provide information about the Association, its activities, its requirements for membership, its members and its officers, its constitutional structures, its policy statements about the work of theological education.

Inquiries about membership in the Association, about accredited standing of particular schools, about policy statements in theological education may be addressed to the Association and will be cheerfully answered by the staff insofar as they are able to answer.

JESSE H. ZIEGLER
Executive Director

I. MEMBERSHIP: PROCEDURES, CRITERIA, SELF-STUDY

PROCEDURES RELATED TO MEMBERSHIP

I. *Attaining Associate Membership*

A. Conditions for associate membership

1. The school should have at least four properly qualified professors working full time at postcollege theological education, the degree of this service to be calculated independently of the contribution of part-time members of the faculty.
2. The school should have an enrollment of at least twenty-five students.
3. The school must operate predominantly on a postcollege level.
4. The school should be in good standing with respect to a recognized constituency of churches or synagogues and to neighboring theological schools.
5. The school should present evidence that it is carrying on a strong educational program and has sufficient stability and permanence to maintain it.
6. The school should have a sufficient degree of separateness and independence from any other institution with which it may be associated to identify its assets, its expenditures, and its functions as a theological school.

B. Steps to associate membership

1. The school should complete a minimum of one academic year in which the conditions for associate membership have obtained. A new school should have graduated one class which took its entire program in that school.
2. Request for admission to associate membership should be addressed to the Association's office.
3. A report should be completed, in the form of the annual report used by the AATS, and forwarded to the Association's office.

(Both B2 and 3 should be in the AATS office by November 1 if associate membership is to be considered by the Executive Committee in its December meeting, by May 1 if in its June meeting.)

4. Following the study of the data from the report and any supplementary evidence, the Executive Committee may—

- a. Propose the school for associate membership. Election shall be by the Association.
- b. Deny the request for associate membership.

(When an application for associate membership has been denied, an interval of three years is required before another application will be considered.)

C. Maintenance of associate membership

1. The school must continue standards of education which satisfy conditions defined by the AATS.
2. The school must make annual report of its operations on forms provided.
3. The school pays annual dues as prescribed in the bylaws.

II. *Attaining Accredited Membership*

A. Conditions for accredited membership

See pp. 9-21.

B. Steps to accredited membership

1. The school desiring accredited membership shall first become an associate member of the AATS.
2. The school shall report its status to the Commission on Accrediting, using the biennial report form and other supporting materials, when the school believes it has attained standards worthy of accreditation.
3. If the Commission's study of the school's report on its status seems to indicate that the school measures up to the standards for accrediting, the Commission may authorize the school to fill out the schedules.
4. If the information on the schedules indicates the school is ready for inspection, the Commission may then appoint a team of inspectors to inspect the school.
5. Following the inspection, on the basis of the schedules and the report of the inspectors, the Commission on Accrediting may—

a. Recommend that the school be placed on the accredited list, with or without notations. Election shall be by the Association.

b. Recommend that the school be granted provisional accreditation, with or without notations, for a period of two years. On reexamination the Commission may recommend accreditation, deny accreditation, or extend provisional accreditation for a period not to exceed two years. The maximum period for provisional accreditation is four years.

c. Deny the request for accreditation.

(When the application for accreditation of a school has been rejected, that school is not eligible to apply for inspection until five years from the date of rejection have elapsed.)

C. Maintenance of accredited membership

1. The school must maintain standards defined by the AATS.

2. The school must submit information on its operation in the biennial report in odd-numbered years. The information from these reports is used by the Commission on Accrediting in imposing notations, removing notations, initiating reinspection, or taking other steps necessary to the maintenance of the Association's standards. Report on autumn enrollment is filed each year.

3. The school pays annual dues as prescribed in the bylaws.

III. Enforcement of Standards for Accredited Members

A. Through the use of notations

1. Meaning: "The notations reflect principles laid down in the standards, and indicate how, in the judgment of the Commission on Accrediting, these principles are not being adequately translated into practice in the schools to which the notations are applied."

2. Use: Relevant notations are published following the name of an accredited member in lists published by the AATS.

B. Through reinspection

1. Occasion: Reinspection may take place as the result of—

a. Elapse of a ten-year period in the normal cycle of reevaluation and based on an institutional self-study.

b. An invitation from an accredited school.

c. A decision by the Commission on Accrediting on the basis of biennial reports or such other evidence as may lead the Commission to decide that such reinspection is advisable.

IV. *Appeals: The Board of Review*

- A. Purpose: to hear appeals concerning actions of Commissions, officers, or agencies of the Association. Normally, appeals will be heard only of actions dealing with denial of accreditation, the placement of a school on probation, or withdrawal of accreditation.
- B. Procedure: appeal of an action should be addressed to the Executive Director for the Executive Committee and should include such supporting documents as the school may wish to present.
- C. Possible action:
 - 1. In matters of accreditation, to uphold the decision of the Commission on Accrediting; or to remit the matter to the Commission for further consideration.
 - 2. In all other matters, to make final disposition.

PROCEDURES FOR SELF-STUDY AND RESOURCES FOR COUNSELING

I. *Self-Study*

Self-evaluation may be undertaken by any school at any time. Its purpose may be not only to assure a school that it is meeting minimum standards, but to discover areas needing improvement at any point in theological education, and to learn how what is being done well might be done better. Such self-study derives always from a school's will to excellence although for accredited schools it will be done in preparation for the periodic reevaluation by the Commission on Accrediting.

Assistance for such self-study is to be found in the following:

1. *Theological Education* (published quarterly by the AATS since 1964)
2. *Education for Ministry* by Charles Feilding (published by AATS, 1966)
3. *Pre-Seminary Education* by Bridston & Culver (published by Augsburg, 1965)
4. "Self-Study Schedules in Preparation for Reevaluation" (AATS, 1966)
5. Three volumes of the Survey of Theological Education in the U.S. and Canada by Niebuhr, Williams, and Gustafson (published by Harper & Brothers, 1956 to 1957)
6. *Bulletin 29* of AATS
7. *Theological Education in the 1970's: combined reports of The Resources Planning Commission* (published by AATS, 1968)

II. *Counseling and Evaluation Resources Related to Self-Study*

After having made such a self-study, a school will often find it valuable to use one of several types of resources for counseling or evaluation available from the AATS.

1. For associate schools: Teams of one or two men arranged by the executive director. Such teams talk with administration, faculty, and students, and then give an independent analysis of the school's life and work. This analysis is made available to the school, but is never made a public document by the Association (although the school may do so if it wishes).

2. For accredited schools: On a normal ten-year cycle a reevaluation team to each school from the Commission on Accrediting to make an independent reevaluation as a follow-up of the institutional self-study. A report will be made to the chief administrative officer of the school and to the Commission on Accrediting.
3. For all schools: Such advice and encouragement as the office staff is able to give on its periodic visits to the schools.

Requests for counsel with respect to self-study in any of the forms listed above may be addressed to the office of the AATS.

STANDARDS FOR ACCREDITING *

The American Association of Theological Schools is an association of schools and "groups of schools"¹ devoted to education for the Christian ministry or the Jewish rabbinate. Since 1965 the Association has been responsible, in addition, for accreditation of schools of religious education not offering the basic theological degree but instead the two-year master's degree (M.R.E. or its equivalent). Its interest in accreditation grows out of its concern for the best possible preparation of men and women for effective ministries in the church or synagogue. Accreditation is based upon academic criteria without reference to doctrinal position or ecclesiastical affiliation, and upon evidence that there are available and in operation the necessary facilities and standards to prepare students for the ministry. Where the institution seeking accreditation is made up of two or more schools it shall meet standards no lower than those for individual schools. In addition it shall demonstrate that in every way resources of faculty, library, and all learning facilities are fully as available as if they were claimed as resources of a single school.² The Association believes that this evidence is most plainly to be found in the extent to which graduates actually maintain high standards of practice in the ministry. Such evidence in itself alone is, in the first place, difficult to secure, and, in the second place, difficult to interpret satisfactorily. The Association believes, however, that certain factors in the life and work of a particular school or cluster are with entire propriety to be regarded as making for or against effectiveness in preparing students for the ministry. It is these factors which are held under view in the plan for listing accredited schools or clusters.

The Association does not treat its standards as definite rules and specifications to be applied in an exact and mechanical fashion. It does not suppose that the status of a school or cluster can be satisfactorily determined by finding that it has met these standards one by one until all have been met. There is no desire to enforce these standards in arbitrary fashion; they are to be administered by the Commission on Accrediting by way of stimulus and encouragement.

* The standards for accrediting are being completely revised during the biennium. Revision will bring the standards into conformity with the constitutional provision for membership by Jewish theological schools.

¹ Hereafter meant as groups related in some significant fashion, and named variously as "cluster," "union," "federation," etc.

² See pp. 22-26.

1. *Standards of Admission*

An accredited theological school¹ or cluster should require of all North American applicants for admission to the school or cluster the degree of A.B. from a college which is accredited by one of the regional accrediting associations or its counterpart in Canada, or the equivalent of such a degree.

This standard is intended to insure that the school or cluster operates at a predominantly postgraduate level. It does not apply to separate noncredit classes conducted for laymen or ministers in service who are not college graduates, provided that these are a minor part of the institution's program. It does, however, permit without notation the enrollment of nongraduate students in the regular school program up to a limit of 10% of the total enrollment in professional degree, diploma, certificate, and "short course" programs, but such nongraduate enrollment must not exceed 20% of the total.

Courses used for credit toward a first college degree should not be used for credit toward a degree in a theological school.

When a student applies for admission to the school or cluster, his transcript should be examined to discover whether his work has satisfied the minimum curricular requirements for admission. If it does not do so, the applicant should be regarded as deficient in preparation and the deficiency be made up as soon as possible. If the deficiencies could not be made up before the beginning of the second year of school work, admission should be deferred until the deficiency has been remedied.

If a student applies for admission from a nonaccredited college, either the applicant may be received on probation, or before admission the school or cluster should give a general examination to the applicant on the pre-theological curriculum. In the latter case, the applicant should be received only if the examination is satisfactorily passed.

A student transferring from one theological school or cluster to another should be required to present, in addition to the official transcript of his record, a letter of honorable dismissal and recommendation from the institution last attended.

2. *Duration of the Course of Study*

A theological school or cluster offers a course of study leading to the basic theological degree, the M.R.E., or their equivalents. These should be regarded as professional degrees, requiring high intellectual

¹Institutions devoted to theological education go under many different names. In the United States, "theological seminary" is frequently used, as is the term "divinity school." In Canada the common term is "theological college," ordinarily designating a graduate school standing in some affiliate relation with a university. In these standards the term "theological school" is inclusive of all these. Jewish schools use both the terms "rabbinical college" and "theological seminary" (or yeshivot).

and professional attainment at a graduate level. For the basic professional theological degree a minimum of three years of two semesters each, or their equivalent, is required. The graduate professional degree in religious education¹ should require a minimum of two years of two semesters each or their equivalent.

A theological school or cluster should have no fewer than five days of academic work per week in an academic year comparable in length to that prevailing in accredited colleges and universities in its region.

An accredited school or cluster may, if it has adequate facilities, offer other degree programs, but it is undesirable for a school or cluster that is not an integral part of or affiliated with a university to grant the Ph.D. or the M.A. degree, except in the case of the M.A. degree in special fields when this degree program is designed to prepare students for specialized professional ministries in the church. It is legitimate for a school or cluster to offer a program leading to the Ph.D. or the M.A. degree in cooperation with a university, the degree to be given by the university.

3. Fields of Study and Balance of Curriculum

The program for the basic theological degree should include adequate instruction properly distributed among the following four areas or other divisions appropriate to the purposes of the school: biblical, historical, theological, and practical. Integration in understanding within these four fields is deemed essential. The student's growth is to be measured in the development of his knowledge of the Bible, church history, Christian thought, and the contemporary world; of his skills in thinking and responding theologically; and in maturing so that he will be able to minister and lead effectively. Likewise, the program for the degree in religious education should include adequate instruction appropriate to the degree and flexibly distributed among these areas. The study of Scripture in the original languages is desirable in the program for the basic theological degree.

Educational field experience effectively related to instruction and under competent supervision should normally be required of all candidates for the basic theological degree and the degree in religious education.

4. Faculty

An accredited theological school or cluster should provide adequate instruction in the fields of study indicated above and should include for a single school at least six and for a cluster at least ten full-time professors whose instruction shall be distributed over the four areas. Such professors, together with the administrative officer or officers, shall constitute a faculty with effective control over its curriculum and the granting of degrees, and with significant advisory relationship

¹ Many persons and schools will prefer and should feel free to use the phrase "Christian education" as representing more properly the nature of the field.

to the selection, promotion, and dismissal of members of the faculty. A weekly teaching load of more than twelve hours per instructor shall be considered as endangering educational efficiency. An average of not more than nine hours per week is desirable.

Where there is a degree program in religious education there should be not fewer than two faculty members with special competence in the field of religious education in order to provide adequate teaching and supervision of field work.

In addition to the necessary moral and religious qualifications, excellence in teaching and significant gifts in research and writing should characterize the members of a theological faculty. To maintain such a faculty it is imperative that adequate salaries be paid and opportunities for intellectual enrichment be provided through well-planned sabbatical leaves, attendance at professional meetings, occasional periods of absence for research and writing, and other arrangements that will enrich the faculty members' lives as teachers and productive scholars.

Within such limits as may be stated by the governing body of a theological school or cluster and attested by the faculty members when appointed, the member of a theological faculty should be free to seek the truth and communicate his findings. The health of a theological community depends upon the freedom of its members to do their work (see AATS statement "Academic Freedom and Tenure in the Theological Schools," pp. 71-77).

5. Administration and Controls

The governing body of a theological school or cluster (Board of Trustees, Board of Regents, or Corporation, as the case may be) determines policy, elects the administrative officers and faculty, determines the long-range financial program, establishes the annual budget, sets salaries, and is legally responsible for the total operation and all the properties of the institution.

Sound educational principles require that the governing body approve academic policies on the basis of the recommendations of the chief administrative officer and the faculty, who thereby become responsible for the academic operations of the school or cluster, including its religious and academic objectives, its curriculum and degree programs, the administration and management of the library, its practices regarding the admission, discipline, and dismissal of students, and all other matters relating to the school's academic life and work.

6. Student Life and Work

Students must enter profoundly into the life of the school if they are to benefit significantly from its undertakings. While it is difficult to specify the full details of such involvement, the following guides are believed to be helpful:

- a. A student should be expected to show enthusiasm for serious, open academic inquiry.

- b. A student should be expected to be present and available for classes, seminars, discussion, special lectures and convocations, library research, worship, and social functions during the weekly schedule of the school. Such physical presence is essential for genuine participation in the institution's life and work. As part of the total educational program significant blocks of time may be arranged away from the classroom and campus setting.
- c. A significant majority of the student body should be in residence at the school during the school year. This is not to discourage experimental programs in which groups of students and faculty may be living together in another setting, such as an inner-city community.
- d. The structure of the parts of the academic week should allow for, and indeed require, active debate and interchange of ideas among the students as well as between the students and their faculty. Informal social gatherings also enable students to contribute significantly to the theological education of one another.
- e. Theological education takes place in various settings within the community as well as on the campus of the school. Such programs should be developed and supervised so that (a) the entire time and energy of a student is taken into consideration; (b) where a student is engaged in remunerative work, he is enabled to reflect on the interrelationship between the academic program and his church responsibilities; and (c) to prevent the development of unsound professional practices which might go unchallenged in his academic program. Such church or community assignments, however, are often of great aid in the student's life and work. Work experience in business and industry can also contribute to the same end.
- f. Since the costs of professional education are beyond the means of a number of students, the scholarship or student aid program of the institution should be in line with the above objectives (see AATS statement, pp. 67-68).
- g. The program of the school should seek to provide time for the student to reflect on his work, to correlate his studies, to integrate the more academic and the more professional dimensions of his work. Cultural and recreational elements of school life need also to be encouraged. Because men in an urbanized technological society live their lives in a variety of specialized segments, it is necessary for a man who would minister to people to become familiar with many of these areas.

7. Facilities and Finances

An accredited theological school or cluster should have such resources in land, buildings, equipment, and library as shall provide adequate facilities for carrying out the program of the institution. But buildings and equipment must always be interpreted as tools in

an educational process in which the primary emphasis must be upon men and programs. These resources as well as endowments, trusts, library books and periodicals should be clearly identified as assets of the theological school.

It should have sufficient income from the church, endowment, gifts, tuition, and fees to maintain its program, including adequate support for faculty, staff, library, equipment, and scholarship aid.

8. General Tone and Quality

In accrediting a theological school or cluster, regard will be had for the quality of its instruction, the standing of its professors, the character of its administration, the efficiency of its offices of record, and its proved ability to prepare students for effective professional service or further scholarly pursuits.

While the above general statement deals with intangibles which are difficult to measure, there are criteria which can be used in discerning their presence, such as the following: a pervasive seriousness of purpose and a disciplined approach of a school or cluster to its task; a manifest enthusiasm for learning on the part of faculty and students in a deep mutuality of interest to discover theological truth and to relate it to the needs of the contemporary world; an openness to the insights and findings of secular disciplines and movements as these offer illumination to the school in its work; a capacity to judge accurately what it can do within the limitations of its resources without impairing the ability of its faculty to maintain high standards of scholarship and professional competence; an attitude of respect and cooperation in its faculty and students whereby a school will foster a cordial spirit toward its sister institutions and support their liberty in doing their work; a recognition by a school of the value of honest differences in enriching the fellowship within our religious communities and between them; and a steady resolve to maintain, against further fragmentation, the integrity of the witness of men of God within the world.

9. Library Standards for the Basic Theological and Christian Education Programs

The library program of an accredited theological school or cluster should be thoroughly integrated with the educational objectives. The functions of the library should be clearly and concisely formulated. Means of communication between library staff, faculty, and administration should be provided. The following standards of policy and procedure should prevail as minimum for the library of an accredited school or cluster and as normative so far as possible for schools connected with a university.

PERSONNEL

The chief librarian should have full responsibility for the library program. He should possess the moral, religious, and academic qualifications expected of faculty members, and should exhibit competence

in relating the library to the educational task of the institution. Professional training in library services and theological subject matter is essential for this responsibility.

The library should be staffed with qualified professional and non-professional assistants in a way commensurate with the current requirements and the long-range program of the library.

To secure and hold a competent library staff, it is important that adequate salaries be paid and encouragement for personal growth be provided through such means as well-planned leaves of absence for study and attendance at professional meetings.

There should be a library committee of the faculty acting in an advisory capacity.

PHYSICAL FACILITIES

The following should be considered in the determination of the adequacy of physical facilities: fire-resistant building or rooms designated for library usage; heating, lighting, ventilation, quietness, and house-keeping adequate for the health and comfort of students, faculty, and staff; care adequate for the preservation of the collections; reader space providing for at least thirty-five to fifty per cent of the total enrollment; flexibility for expansion and other developments; ample work space for staff, ample storage space for materials, space and equipment for new developments such as microtexts and audio-visual materials; ease of accessibility of the card catalogues, periodical display, bibliographical and reference collections, and circulation desk to both patrons and staff.

FINANCES

The library should have a separate annual or biennial budget prepared and recommended by the librarian, reviewed by a library committee, and approved by the proper authority. The budget should be sufficiently itemized to show how it is governed by the factors noted in the previous paragraphs.

ACQUISITION

Acquisition policy should be governed by the following considerations: (a) the theological curriculum, (b) the research and teaching needs of the faculty, (c) the need to understand contemporary culture nationally and internationally, (d) the need to understand persons, (e) the accessibility of materials in other libraries, (f) the possibility of cooperative acquisition policies with other libraries, and (g) the long-range development of the school with reference to degree programs and research interests.

The following budget in terms of 1968 dollars is minimal for the basic theological and Christian education programs: Total budget \$21,000 per year, or \$105 per student and faculty member, whichever is more, exclusive of janitorial service and maintenance. Not less than \$8,600 should be spent for books and periodicals apart from binding.

10. *Conditions and Nomenclature for Advanced Degrees*

The Commission on Accrediting will consider the full range of an institution's program in determining its eligibility for accreditation. Schools or clusters having a small faculty, or a relatively small annual expenditure for library purchases, are not encouraged to offer a degree beyond the first professional degree. It will be regarded as a sign of weakness if an institution of low standing in these respects undertakes to confer degrees beyond the first degree.

The content of the course and the character of the requirements need not be uniform in all schools or clusters. The Association encourages variety in programs of advanced work, when properly safeguarded as to standards. But the Association does not encourage a multiplicity of variously-named advanced degrees, nor does it regard the mere accumulation of credits for separate courses as adequate ground for admission to advanced degrees.

The nomenclature of the degrees should be: B.D., M. Div., or M.R.E. as the first professional degree; S.T.M. or Th.M. as the second theological degree; Th.D. or S.T.D. as the earned doctor's degree in theology at a level more advanced than the S.T.M. or Th.M. A theological school or cluster which is an integral part of a university may offer work leading to the M.A. and the Ph.D. degrees. The D.D. should be reserved as an honorary degree and none of the other degrees above should be so used.

11. *The Master's Degree in Religion and Theological Studies*

There are various programs leading to S.T.M.'s, Th.M.'s, and, in the case of some universities, M.A.'s in theological studies. It does not seem feasible to establish distinctive meanings for the degrees, and in what follows all master's degrees which presuppose a basic theological degree are treated together. Some programs are considerably more demanding than what follows. The standards are suggested as minimal.

1. *Admission.* A candidate for an S.T.M. or Th.M. should have received the basic theological degree or its equivalent in the upper half of his class from an accredited theological school or cluster.

2. *Length of course.* The program should require one full year of academic residence or its equivalent.

3. *Level of study.* In the program, at least half of the courses of which should be designed for those having completed the basic degree, only a limited number of highly qualified students in the basic degree program should be admitted.

4. *Languages.* Before beginning his graduate work the candidate should give satisfactory evidence of his reading knowledge of at least one language other than English. It is strongly recommended that he have an adequate command of one of the biblical languages and a modern language most useful in his studies.

5. *Thesis and comprehensive examination.* In partial fulfillment of requirements for the degree the candidate should write a thesis which demonstrates a capacity for constructive and integrative treatment of a given subject, and pass an oral examination covering the area of the thesis and related subjects and materials.

6. *Eligibility of school.* No school or cluster should engage in an advanced degree program without teaching staff, library, and other resources greater than those needed for the basic theological degree. Where two or more schools pool their resources in a cluster to give the master's degree work all resources for scholarly study and learning should be as available as if the program of studies were offered by a single school.

7. *Number of students necessary.* The effective conduct of an advanced degree program presupposes a number of students sufficient to provide mutual criticism and stimulus in a community of scholars.

12. *The Research-oriented or Academic Doctorate in Religion and Theological Studies*

INTRODUCTION

The doctoral degree is the highest academic degree conferred in our society. In theology as in other areas it should represent the recognition of only very high intellectual achievement and capability. The purpose of a doctoral program in theology should be to fit men for scholarship on a par with strict standards in other branches of learning. It is highly desirable, therefore, that a school or cluster that gives a doctoral degree in theology should have an active working relationship with a university where its standards will be subject to objective scrutiny by representatives of other graduate departments, and where it will have other resources at its disposal which will stimulate and maintain first rate scholarship.

THE CHARACTER OF THE PROGRAM

(a) Its purpose. The instruction should be of such a type as to develop the capacity for independent inquiry and criticism. A balance should be maintained between the mastery of a special field and a comprehension of the interrelations of the several theological disciplines.

(b) Its method. Attendance upon lectures and participation in group discussions are insufficient. The doctoral program is not merely a prolongation of the studies that lead to a basic theological degree, but is of a different character. The difference lies in an emphasis on training in independent work and in the use of linguistic and other tools of original scholarship under the critical stimulus of the seminar method. For this reason, courses designed for doctoral students should not admit candidates for the first degree to a greater proportion than one-third, and these only as specially qualified.

(c) Number of participants. For an effective graduate program, there should be a sufficient number of students enrolled to form an active community of scholars. Hence the disciplines of this program normally cannot be well maintained if the number of candidates falls below five in residence whose studies are in the same general area, viz., biblical, theological, historical, and pastoral.

THE DURATION OF TRAINING

The doctoral program should demand at a minimum two years of full-time intramural study after the basic theological degree. For those who have not taken the basic degree, this two-year period should begin only after at least two other years, in which the candidate qualifies in biblical, theological, and historical subjects such as are ordinarily included in the standard basic theological program.

The candidate should be required to complete his work for his doctorate, including his dissertation, within seven years from the time of his admission as a fully qualified graduate student, but in not less than four from the receipt of his A.B.

STANDARDS OF ADMISSION

A candidate for a doctor's degree should have received an A.B. degree or its equivalent and a first theological degree from an accredited theological school, or, if not a graduate of such a theological school, should be required to pass a qualifying examination after two years of study in biblical, theological, and historical subjects as mentioned above. He should have demonstrated a high degree of achievement and an aptitude for graduate studies.

In part this may be determined by an objective test such as the Graduate Record Examination or the Miller Analogies Test.

Only those should be admitted who show promise of becoming effective theological scholars.

He should pass an examination to test his reading knowledge of German and French, one of these at the beginning of the first year of graduate work and the other by the end of the first year, except that one other modern language may be substituted for French when relevant to his subject. Unless he has completed the language requirement by the end of the first year, he should not be allowed to register for further graduate courses until he has done so. He should have command of the ancient languages necessary for his subject early enough for these to be utilized in his course of training.

STANDARDS OF EXAMINATION

In addition to the examination before admission to candidacy mentioned above, the candidate should submit to further examinations after two years or more of graduate study prior to being allowed to write a dissertation; these should be designed to test his qualifications to undertake a dissertation and to indicate not only his control of

material in his special field but also his ability to integrate this knowledge with related fields.

Written and oral examinations should be required, designed to measure breadth and accuracy of knowledge, capacity to make judgments, power to sustain criticism and participate significantly in discussion, and grasp of the relevance and implications of ideas and divergent theories.

THE DISSERTATION

The dissertation should be a contribution to theological knowledge or understanding. It should deal with a significant topic so defined as to permit adequate treatment within one year of full-time research. It should demonstrate the candidate's grasp of the relevant literature in the several languages, and show his capacity to think independently, to organize concepts and materials, and to present findings in correct and literate form. It should also give evidence of his awareness of related ideas and remaining unsolved problems.

The dissertation should be approved by at least two and preferably three readers. The practice of having an outside reader is commended, and in a school which has less than three professors in a field, a reader from another school should be called upon.

THE QUALITY OF THE FACULTY

It can scarcely be too strongly emphasized that the success of a doctoral program depends chiefly on the quality of the faculty which administers it.

This faculty should consist of men of recognized and continuing scholarly activity, as evidenced by the publication of substantial scholarly work (books or major articles) beyond the doctoral dissertation. Continuing scholarly activity is possible only if the burden of teaching and administrative work is not too heavy and periodic leaves for research are provided. It is desirable that faculty members should have received instruction in schools with varying methods and points of view.

The fields in which doctors' degrees are offered should be only those in which at least two faculty members so qualified participate in the instruction and supervision of doctoral students. This may be arranged through the cooperation of neighboring institutions.

At least one-third of the total time of the qualified faculty members designated to instruct and supervise doctoral students should be available for doctoral instruction. A professor should not be required to supervise at one time more than five students engaged in active preparation of a dissertation.

LIBRARY

Doctoral study should be offered only where an adequate library or a carefully planned combination of libraries is available in the immediate vicinity to faculty and students. A library adequate for the basic theological degree may not be adequate for a doctoral program

and a library adequate for instruction in certain fields may not be so for others.

It is recommended that an institution offering doctoral study in the fields of Old and New Testaments, church history, and doctrinal theology, have available for use by its faculty and students library resources representing expenditures of not less than \$75,000 for books and periodicals in these subject areas in the five-year period prior to its offering of doctoral work, and an annual book and periodical budget of not less than \$15,000 a year. Variations in the areas for which doctoral work may be offered would require commensurate variations in the book and periodical expenditure.

13. *Graduate Studies in Church Music*

INTRODUCTION

The purpose of graduate studies in church music should be to fit men for scholarship on a par with strict standards in other branches of learning. The conferring of such degrees should represent not only a high degree of competence in the actual performing of music, but solid achievement in the area of scholarly research and creative activity.

PURPOSE OF THE PROGRAMS

Graduate programs in sacred music should be designed to create true and creative leaders in all phases of the musical activities of the church. They should be flexible in design, always aiming at the development of the particular strengths and aptitudes of the individual candidate.

CHARACTER OF THE PROGRAMS

The particular emphasis in such programs should be the musical development within the candidate of the ability to grow and mature as an individual practitioner of his art, such art being illuminated and strengthened by informed scholarship. While certain portions of the envisioned objectives will be accomplished in course work, as normally understood, far greater stress should be placed upon independent work, development of the techniques of critical scholarship, and the interplay of ideas in strong seminar experiences.

Underlying all this should be the continuing concern for the relationship of the churches' worship and ministry, both in historical development and in the challenges presented by the ecumenical and social problems evolving in our time.

MASTER'S DEGREE STANDARDS

1. *Admission.* A student applying for admission to a M.S.M. or M.C.M. program must (a) be a graduate of a NASM-approved degree program, or (b) meet the standards of the bachelor of music degree in church music as prescribed by NASM*, or (c) take instruction (without graduate credit) until the competency of (a) or (b) is met.

* National Association of Schools of Music.

Member institutions will require qualifying and/or placement exams of all graduate applicants. If deficiencies are indicated, remedial work may be required without graduate credit.

Minimum requirements for the master's degree in church music shall be the basic requirements of the M.M. degree in church music as approved by NASM plus such additional requirements as may be determined by AATS.

2. *Duration.* The master's in church music given within a theological seminary shall require a minimum period of study of two years of two semesters each or their equivalent.

STANDARDS FOR THE DOCTORATE

1. *Admission.* A student applying for admission for a D.S.M., D.C.M., or equivalent degree program must (a) be a graduate of an NASM-AATS approved master's degree program, or (b) meet the standards of the M.S.M. or M.C.M. degree in church music as prescribed by NASM-AATS, or (c) complete these requirements in the course of his study for the doctorate if he has not met them in his prerequisites.

2. *Duration.* A student must spend at least two years in preparation for the degree, during one of which he must be in residence at the institution conferring the degree and devote himself fully to the required studies.

CRITERIA FOR CLUSTERS*

An association such as The American Association of Theological Schools fittingly takes on additional functions as it seeks to serve its member institutions in their own development. One development calling for an additional service by The American Association of Theological Schools is the emergence of the cluster of schools as a new structure for theological education. Clusters are cooperative organizations through which member schools conserve strength and discover added resources for implementing essential programs. They may be degree-granting corporations or service organizations to their constituent parts. The formulation of criteria is part of the enlarged assignment of The American Association of Theological Schools.

The criteria outlined below are in no sense to be viewed as substitutes for standards already pertaining to single schools. They are meant to provide means of evaluating structures through which single schools are pooling resources. If single schools claim the added support of the cluster for maintenance or expansion of program, the cluster should meet these criteria. Where institutions cooperate to meet objectives, it should be expected that the combined strength of the cluster will enable schools to surpass, rather than fall below, the quality of previous efforts. A mere pooling of curricular ingredients designed for one level of work, for example, does not ensure the range of resources required for more advanced degrees. A cluster must have a *raison d'être* taking into account the needs and strengths of its members realistically.

In other words, a cluster cannot be evaluated simply by adding up the resources of its separate parts. A cluster is a new *genre*, and should be developing new ways of achieving excellence which do not necessarily duplicate earlier patterns. These criteria are meant to take account of changing situations, while calling for responsible assessment from within specific contexts.

I. MISSION AND PURPOSE

Schools may move toward a variety of cooperative and interconnectional arrangements with other agencies and institutions. No one formula is adequate to cover all types of cooperation. It is urgent, therefore, that each cluster develop its definition of purpose with great care, and that that definition be continually examined in the light of reality. The overarching objectives of the cluster should be clearly stated and fully understood by the participating schools and their supporting constituencies.

* These criteria were adopted by the Association for the biennium 1970-72 for the following purposes: (1) to be used by the Commission on Accrediting in evaluating a cluster if it seeks accreditation or if constituent schools claim resources of the cluster in applying for accreditation; (2) to be referred as a working paper to the Committee to Revise Standards and Procedures for Accrediting; and (3) to be used as guidelines for clusters in process of development.

Further, the definition of purpose should be realistic in light of (a) constituent needs; (b) location; and (c) available access of member institutions to one another. Significant research is essential to evaluate the objectives of the cluster in relation to the needs and strengths of its members. Possibilities and limitations should be examined in light of the actual geographical setting of the cooperative enterprise. Total resources of personnel, supportive agencies, and library facilities should be adequate for the level and types of degree programs offered by the cluster directly or enabled by its cooperative structure.

II. FUNCTIONAL EFFECTIVENESS

The effectiveness of a cluster of schools depends on the actual and psychological availability to the faculties and students involved of the resources represented. A paper list of resources present in the individual member institutions is insufficient evidence of actual availability. Furthermore, an agreement to cooperate is not practically effective until it has eliminated duplications of resources so that men and means are freed for accomplishments not otherwise possible.

Measures of effective availability of resources are to be seen in such concrete factors as the coordination of academic calendars and schedules, development of cross-registration procedures and tuition policies, the assessment of transportation and parking facilities, and movement toward common examination and grading procedures. Individual member institutions in a cluster should not continue curricular requirements that presuppose isolation and self-sufficiency if students are to use the resources of the cluster. Provision should be made for communication that keeps students aware of the resources available, and that overcomes psychological resistance to moving outward into situations and relationships about which there is no firsthand knowledge.

A cluster should be devoting constant attention to the availability of learning resources present in its constituent parts, to the assessment of actual accessibility and usability of those resources in terms of time and expense, and to the increase of actual availability of resources. Neither physical proximity nor an impressive list of courses, library holdings, and other resources is sufficient. Effectiveness will be demonstrated only in data indicating the reciprocal flow of faculty, students, books, and other resources between individual institutions.

III. COORDINATING STRUCTURES

As separated schools move toward cooperative programs, new coordinating structures are required. These structures will take different forms, depending upon particular needs and objectives. There should be provision for regular procedures for self-critical assessment that leads to the changes in administrative forms required from time to time as a cluster grows.

Provision should be made to calculate energy drain on faculty, students, and administrative personnel. Great care is needed to ensure

that the extra effort required to staff coordinating structures during transitional periods is kept in reasonable check, and remedied as rapidly as possible through the development of less cumbersome forms of organization. Innovative long-range planning in the member institutions of the cluster should not be neglected while attention is devoted to efforts at the cooperative level. In other words, the structure of the cluster should be one through which faculty, students, and institutions are freed to operate more effectively and creatively, not frustrated and inhibited by increased burdens.

IV. THE VISIBILITY OF THE CLUSTER IN ITS SETTING

A cooperative organization of theological schools should not be affecting merely the breadth and depth of the programs of its individual members. It should also be making available to the wider community combined theological resources in a way that smaller, separated institutions could not. One test of the effectiveness of a cluster, therefore, will be the extent to which it is enabling educational institutions and other agencies to make their own resources more readily available to those engaged in the enterprise of theological education and to take seriously the enterprise of theological education as a resource for their own programs. The result of the new concentration of theological education resources in a cluster should be the development of demonstrable interest in theological education on the part of the community, the churches, service agencies, and educational institutions of all kinds. The presence of a cluster should result in the exertion of influence not possible when individual institutions exist simply on their own. In other words, the effectiveness of a cluster must not be measured only in the extent to which it ministers to its members, but also in the extent to which it enables its members to minister more effectively to the world around them.

V. THE MEMBER SCHOOLS IN RELATION TO THE CLUSTER

The development and continuing existence of clusters of theological schools will ultimately have a profound effect, ecumenical and otherwise, on individual member schools as well as on the lives of the churches served by member schools. It would be unrealistic to pretend that the existence of a cluster will not put limits on the freedom of its members as that freedom has hitherto been conceived and exercised. If clustering does not include, on the part of individual schools, a commitment involving willingness to face radical change in structures and styles of life, a cluster will be operating out of weakness. Without compromising devotion to experimentation, ecumenism, and cooperation, the cluster should be responsibly and responsively aware of the obligations of its members to ecclesiastical and other constituencies. Of course, there must be sensitivity to the denominational demands upon individual schools as well as to the ethos of interdenominational schools in any clustering arrangement. A cluster will be unrealistic if it does not take into account the *raison d'être* of its individual member institutions. But a cluster is going to be inhibited in its effectiveness from the very beginning if its members

are not prepared to face the changes it will bring in orientation and operation. While there must be mutual respect among the members for the traditions and responsibilities of each, there must also be serious commitment on the part of all to the purposes and the future of the cluster as such.

VI. PROVISIONS FOR SYSTEMATIC EVALUATION

Clusters have developed, are developing, and will develop in many different ways and in varied settings. Both the newness and the variety of what is taking place make rigid rules for organization and procedure impossible. However, both the newness and the variety make it imperative that a cluster provide for frequent, systematic, self-conscious evaluation of structures and procedures in the light of realities and purposes. A cluster should be concerned with the effect of its existence on the graduates of the member schools, with the result of its program on their commitment to ministry. It should be concerned frequently with the subjects set forth in these criteria. It must not rely solely on the infrequent visits of evaluators from the outside, but should provide for internal evaluation in which its total constituency is involved.

VII. DEPTH AND BREADTH OF RELATIONSHIPS

The effectiveness of a cluster will inevitably depend upon the extent to which the cooperative relationships it seeks to foster are increasing in depth. The question of the extent to which the existence of the cluster makes real difference to faculty, students, and constituencies must continually be faced. Furthermore, depth of relationship must be accompanied by the growth of breadth in relationships. A cluster, depending on its locations and objectives, should consider the establishment of relations with a wide range of agencies and institutions: universities, including graduate departments and professional schools; churches; hospitals; action centers; industrial missions; governmental units; communication centers; institutes for urban studies; clinical pastoral education associations; art institutes; etc.

In forming such alliances, priorities should be established in terms of the particular objectives of the cluster. Breadth and depth must be kept realistically in balance. Interconnections should have sufficient depth and breadth to support the range of programs undertaken in a particular setting.

VIII. QUALIFICATION FOR MEMBERSHIP

Normally, the core membership of a cluster will be comprised of schools holding accredited membership in The American Association of Theological Schools. The broadening of resources for theological education may result in clusters including as associate members schools not accredited by The American Association of Theological Schools, graduate departments of religion in universities holding other appropriate accreditation, and, possibly as adjunct members, other types of agencies such as institutes, training centers, special task groups, etc. Realistic assessment should be made of the cluster's ability to

provide services for schools or agencies desiring to contract for such services, as well as of the ability of each constituent member to contribute its proportionate share of service to a common pool of educational resources. Where the purposes of a cluster result in the inclusion of organizations not accredited by recognized bodies, careful attention should be given to the standards and quality of such organizations.

IX. SOURCES AND STABILITY OF SUPPORT

A cluster should have available for its joint undertakings sufficient support from various sources to be able to offer reasonable assurance of continuity of educational service to a supporting constituency, and of job security for faculty and staff. Evidence of the following should be present: substantial financial support by the constituent schools, sufficient in its amount to provide for the annual operational expenses of the core staff; financial support by the constituent schools indicative of their own stability and of their seriousness of intention with regard to the cluster; the taking of steps, with assurance of success, to find new support for the cluster itself; long-range, realistic financial planning; provision for the establishment of endowment for the cluster and for steady addition to that endowment; structures safeguarding the cluster's stability in the face of possible emergent desires of constituent schools to withdraw support. Full approval of a cluster is normally contingent upon demonstration of its financial staying power for at least three years.

X. ORGANIZATIONAL STRUCTURES

The organizational structures of a cluster should be appropriate for the development and administration of the cluster in keeping with its own definition of educational purpose and for enlistment of the resources required for it. The governing board of a cluster should be so constituted as to be able to care properly for policy making, the securing of financial support, the responsible selection of administrative officers, and the discharging of other personnel functions. The governing board should be so composed as to have initiative of its own and not to be subject to complete veto power on the part of individual member schools. There should be an administrative structure adequate for the carrying out of the purpose and program of the cluster.

XI. EFFECTS ON ACCREDITATION OF MEMBER SCHOOLS

Membership in an approved and well functioning cluster may result in adjustments in accreditation for individual member schools. For example, if a cluster had adequate library resources available to all its members, each member school need not necessarily meet all the standards required with regard to library resources of schools operating independently. The standards governing accreditation of individual schools must not be so interpreted as to contradict the rationale for clustering.

THE PROFESSIONAL DOCTORATE

The document which follows is a part of the report adopted by the Association in June 1970 (see *Bulletin* 29 pp. 186-193) as its position regarding the professional thrust of theological education and the appropriate degree recognition for such education.

In the introductory sections of the report the Association recognized (1) the legitimacy of theological education within AATS completely free of "the strictures and prestige of academic degrees"; (2) the continued appropriateness of the M.Div. as a recognized degree for candidates for the ministry; and (3) the appropriateness, in line with the tendency in American education and culture for the bachelor's degree to be understood as the basis for academic or professional graduate studies, of discontinuing the B.D. degree nomenclature.

THE DOCTOR OF MINISTRY (D.MIN.)

The Association recognizes the right of member schools to move toward the establishment of programs for a professional doctorate (D.Min.) provided that their academic and other educational resources warrant such a development according to the following sections on provisional guidelines, content, and standards.

A. *Provisional guidelines*

We offer the following guidelines for such a degree:

1. The D.Min. is thought of as a program with its own integrity, built on the M.Div. degree or equivalent theological preparation.
2. A truly professional degree program as envisaged for the D.Min. could hardly be achieved just by raising the standards of supervision and integration of field education and/or internships, or by adding such dimensions to the traditional disciplines of theological curriculum. Such developments would lead only to an undesirable lengthening of the period of studies when higher education faces the need of more efficient use of precious time, and when the morale and ethos of graduate studies call for measures that speed up rather than delay professional maturation and responsibility. We warn against the mere lengthening of time as a road to academic and professional seriousness.
3. The D.Min. degree should be structured on the basis of the needs of the ministry rather than simply on the coverage of traditional theological disciplines. In that sense the D. Min. is not a "degree in theology" but one for the practice of ministry.
4. It is equally clear that such a doctorate should not be patterned on existing Ph.D.'s or other doctoral programs in religion, but rather on the emerging competencies needed for the professional practice of ministry.

B. Content

The D.Min. would not necessarily entail greater specialization; rather, it would encourage general professional competence as made possible by all or some of the following components and/or relationships:

1. a methodology by which such disciplines as biblical studies, history, and theology are seen as nuclear to, and therefore informative of, the practice of ministry;
2. competencies in the practice of ministry, such as preaching, teaching, pastoral care, worship, church administration, and other professional skills;
3. experiential learning like that gained in field education and/or an internship year under the joint supervision of the theological school and adjunct professors in the field (pastors, etc.);
4. field assignments in both church and nonchurch settings (e.g., community organizations), under joint supervision, for the purpose of developing insight, skill, and methodology for the better practice of ministry;
5. colloquia focused on the practice of ministry which would become integrative for the entire curriculum;
6. independent studies encouraging students to follow up their own leads from earlier curricular or field education experiences; and
7. interdisciplinary learning, especially the dialog between disciplines of theology and the human sciences and other secular fields.

The content of D.Min. programs must not be more of the same. It should include boundary experiences and theological reflection in which students bring together in a focused and competent way their theologically professional education.

The level of academic and professional competence and not simply fixed time requirements should be determinative.

C. Standards

1. Statement of purpose: Each school should state the purpose of its professional doctorate and the way or ways by which it intends to accomplish that purpose. This will encourage both flexibility and experimentation.
2. Admission: Admission to the professional doctorate should be on the basis of assessment of academic and professional qualifications showing high potential for ministry. These qualifications might include such criteria as (a) grade point average of 3.0 or higher on a 4-point scale; (b) other standard evaluations; (c) the concept of "admission to candidacy" after a year or more in seminary as is now the practice in some schools.
3. Faculty: We recognize that a crucial difficulty in any move toward a professional doctorate may be that most of the

teaching faculty have earned Ph.D. degrees in various fields, but that professional education challenges the teacher to do something other than he himself did in his studies or is doing in his teaching and research. We expect the faculties that consider a D.Min. program to face this issue and meet this challenge creatively and with enthusiasm. Thus, a D.Min. program will require (a) a sufficient number of faculty members devoted to interdisciplinary teaching oriented toward a professional practice; and (b) a significant and integrated role given to teachers and supervisors based in the actual practice of ministry.

4. Library: Adequate library holdings are required not only in the core areas of theology but also in the professional area of ministry and related subjects.

RELATIONS TO OTHER STUDY PROGRAMS

A. *A nonprofessional master's degree*

We recognize the place within seminary education for a non-professional degree. A growing number of students find seminary education significant as preparation for various careers for which theological knowledge and perspective are important. We recognize the need for programs leading toward a Master of Arts in Religious or Theological Studies (M.A.) or a Master of Theological Studies (M.T.S.). Normally, this degree would require two years beyond the A.B., although well-qualified students may earn the degree in less time. Students in this degree program might opt for field education and some courses pertaining to professional skills. However, this degree should be considered as insufficient preparation for professional ministry, and it should not be granted as a degree en route to the D.Min. (or M.Div.).

B. *Programs beyond the D.Min.*

We suggest that beyond the D.Min. further programs of formal study should be more specific and specialized and properly related to professional issues, projects, and problems. For such continued work—be it in full residence or as part of continuing education—we recognize the variety of possibilities, with each school free to select the option(s) best suited to its responsibilities and resources.

1. Nondegree programs in continuing education: We commend carefully worked out programs of continuing education not leading to further degrees but perhaps recognized by such bodies as the Academy of Parish Clergy, The Association for Clinical Pastoral Education, the Action Training Coalition, the Society for the Advancement of Continuing Education for Ministry, or the denominations.
2. Degree programs: We recognize degree programs in academic or professional specialization leading to the licentiate or

master's degree (S.T.L., S.S.L., J.C.L.; Th.M., S.T.M., [M.A.*]) and to the doctorate (S.T.D., S.S.D., J.C.D., Th.D., [Ph.D.*]) such programs geared either for research and teaching or for specialized competence in ministerial practice.

We are keenly aware of the fact that many holders of the B.D. degree have profited from the studies and the incentive of a Th.M. or S.T.M. degree beyond the B.D. We are also aware of the lasting significance of the Th.D. and other doctoral degrees. It could be that the incentive for the Th.M., S.T.M., or licentiate would lessen once a D.Min. has become a recognized degree for ordination. We note, however, that further degrees should be defined as specialized and as containing elements of independent research.

PROVISION FOR GRADUATES NOW HOLDING B.D., M.DIV., OR EQUIVALENT DEGREES

The Association recommends that a seminary granting the professional doctorate develop procedures whereby its graduates now holding a B.D., M.Div., or equivalent degree may qualify for the doctorate.

We recognize the inevitability of much variation in the extent to which previous work will approach a given seminary's requirements for the D.Min. The emphasis should fall on means of measuring academic and professional competence and the capacity for responsible critical reflection on and evaluation of the graduate's ministerial practice. While disapproving of simple retroactivity in exchanging the doctorate for an earlier divinity degree, the Association encourages that the D.Min. be made available in accordance with its standards both for the sake of upgrading professional competence and as a matter of equity.

Implementation of this recommendation should take account of the following principles:

1. that schools spell out their requirements for conferring the D.Min. on their graduates;
2. that the emphasis fall on the demonstration of professional competence and current knowledge in theological studies;
3. that a variety of institutions (e.g., clinical settings, university programs, urban training centers, a cluster of pastoral situations competently supervised) be utilized;
4. that churches and other institutions employing ministers be encouraged to grant such study leaves as may be necessary;
5. that the educational costs for such programs of updating be shared by the ministers and their churches; and
6. that schools limit enrollment to manageable proportions and so spread out over a period of time the number of men accepted in such programs.

* In seminaries entitled by charter to grant such degrees.

REVISION OF STANDARDS

The association will redraft the Standards for Accrediting by 1972, to provide for the following:

1. accreditation of degree programs within schools (and not only accreditation of schools);
2. assistance to schools in their definition of purpose;
3. encouragement for experimentation in curriculum and method;
4. development of more satisfactory criteria of excellence and for the evaluation of educational achievement; and
5. satisfactory guidelines for preseminary studies and their integration with the theological curriculum.

NOMENCLATURE

There is a clear preference for calling the professional doctoral degree the Doctor of Ministry (D.Min.).

NOTATIONS FOR ASSOCIATE SCHOOLS*

Associate membership is currently open only to those schools which meet the conditions found in "Procedures Related to Membership," Section IA. Some schools no longer meet all these conditions while others are far above these minimum conditions and are in movement toward accredited membership.

In 1968 the Association decided that it was important to begin the use of notations to indicate the very wide differences that exist within the category of associate membership.

The system of notations which follows will be used by the Executive Committee to indicate deviation from these conditions for associate membership.

N1 Pertaining to Faculty

N1.1 The school currently has fewer than four full-time faculty giving their time at the postcollegiate level.

N1.2 The academic qualifications of the faculty are not judged adequate for a graduate professional program.

N2 Pertaining to Enrollment

N2.1 The school has fewer than twenty-five students required for minimum size of student body.

N3 Pertaining to Level of Work

N3.1 More than 20% of the total enrollment are not college graduates.

N3.2 More than 35% of the total enrollment are not college graduates.

N3.3 More than 50% of the total enrollment are not college graduates.

N4 Pertaining to Ecclesiastical and Educational Acceptance

N4.1 The school has no significant discernible relationship to any organized constituency of churches.

* This document is in process of revision to conform to the constitutional provision for membership by Jewish theological schools.

N4.2 The school is not favorably known by its neighboring theological schools.

N5 Pertaining to Quality and Stability

N5.1 The school has insufficient curricular offerings.

N5.2 The school has library holdings and expenditures which are too small for an adequate educational program.

N5.3 The school has inadequate sources of support to guarantee stability.

N5.4 The school shows marked signs of impermanence and instability.

N6 Pertaining to Identity

N6.1 The school cannot satisfactorily identify its own assets vis-a-vis those of the larger institution to which it is related.

N6.2 The school does not have a separate budget or record of expenses.

N6.3 The curriculum is insufficiently separate from that of another institution.

NOTATIONS FOR ACCREDITED SCHOOLS*

1. The Use of Notations

From the beginning of the American Association of Theological Schools in 1936, notations have been a useful means by which the accredited schools are reminded of various points at which their practices deviate from the norms established by the Association. Frequently they have been welcomed as a lever for use by the faculty or administration. They are not to be thought of as punitive, but as an educational tool, which may be a valuable aid to trustees, governing boards, and others. Properly used, they encourage rather than discourage. They do not prevent proper experimentation, nor demand conformity to an artificial rule.

2. Relation to Standards

The notations reflect principles laid down in the standards, and indicate how, in the judgment of the Commission on Accrediting, these principles are not being adequately translated into practice in the schools to which the notations are applied.

N1 Pertaining to Standards of Admissions

N1.1 The enrollment of noncollege graduates in this school exceeds 10% of the total enrollment in professional degree, diploma, certificate, and "short course" programs.

N1.2 More than 15% of the students in this school are from colleges unaccredited by the regional accrediting agency.

N1.3 In this school, a degree in theology is offered for which graduation from college is not a prerequisite.

N1.4 In this school, a master's degree in education and/or music is offered for which graduation from college is not a prerequisite.

N1.5 This school maintains other programs for degrees and regular academic credit available to persons without college degrees. (This notation is not intended to

* This document is in process of revision to conform to the constitutional provision for membership by Jewish theological schools.

discourage carefully designed programs of theological study for the laity.)

N1.6 This school is not sufficiently attentive to the standards of admissions in its admissions practices.

N2 Pertaining to Duration of Course of Study

N2.1 In this school, a degree in theology is offered after less than three years of theological studies following graduation from college. (This does not apply to the M.R.E.)

N2.2 In this school, the graduate professional degree in Christian education may be completed in less than two years following graduation from college.

N2.3 In this school, the academic week is too short.

N2.4 In this school, the academic year is too short.

N3 Fields of Study and Balance of Curriculum

N3.1 In this school, the degree requirements reveal a lack of proper distribution among the several areas of study.

N3.2 In this school, field experience is not adequately related to instruction.

N3.3 In this school, field instruction is not under adequate supervision.

N3.4 In this school, biblical, theological, and historical studies make up less than one-half of the requirements for the degree program in Christian education.

N3.5 In this school, educational field experience is not a requirement for the basic theological degree or the degree in Christian education.

N4 Pertaining to Faculty

N4.1 This school has less than six full-time faculty members engaged in instruction.

N4.2 The faculty of this school is inadequate for the program of study.

N4.3 Faculty members of this school are unduly diverted from their essential task.

N4.4 In this school, the weekly teaching load is excessive.

N4.5 In this school, a degree program in Christian education is conducted with fewer than two faculty members possessing special competence in the field.

N4.6 In this school, the faculty is not provided with sufficient opportunity for intellectual enrichment.

N4.7 In this school, faculty salaries are inadequate.

N4.8 The health of this school is impaired by a lack of academic freedom of its members to do their work.

N5 Pertaining to Administration and Controls

N5.1 In this school, the trustees do not exercise sufficient control.

N5.2 In this school, the faculty does not exercise effective control over admissions, the curriculum, or other aspects of the academic life of the school.

N5.3 In this school, policies are unduly determined by others than the trustees or faculty.

N6 Pertaining to Student Life and Work

N6.1 In this school, courses are so arranged that a student may satisfy requirements without spending at least four days a week in intensive theological studies on the school campus.

N6.2 In this school, physical facilities for student life are inadequate for the promotion of a community of scholars.

N6.3 In this school, there is a serious diversion of student attention from academic to remunerative pursuits.

N7 Pertaining to Facilities and Finances

N7.1 In this school, the physical facilities are inadequate for carrying out its program.

N7.2 In this school, the educational budget is insufficient.

N7.3 In this school, the finances or other assets are not sufficiently independent of the college or university with which the school is connected.

N7.4 In this school, the finances or other assets are unduly controlled by agencies outside the school itself.

N8 Pertaining to General Tone and Quality

N8.1 In this school, the general tone is such that its capacity to provide significant theological education and ministerial training is impaired.

N9 Pertaining to Library

N9.1 In this school, the library, as to holdings, building, or staff is inadequate.

N9.2 In this school, the library is given inadequate financial support.

N9.3 In this school, the theological library is insufficiently distinguished from another library to assure adequate resources for theological studies.

N10 Pertaining to Degrees

Beyond the Basic Theological Degree

N10.1 The Ph.D. degree offered by this school is awarded by the school itself and not by a university.

N10.2 This school awards as an honorary degree one which is recommended by the Association as an earned degree.

N10.3 The degree awarded by this school as a first professional degree is approved in the standards only for use as a second theological degree.

N11 Pertaining to the Master's Degree in Theology

N11.1 The admissions policy of this school does not conform to the standards.

N11.2 In this school, the program for the master's or its equivalent degree requires less than one full year of academic residence.

N11.3 In this school, too few courses are designed for post-B.D. students.

N11.4 In this school, graduate work may be pursued without a reading knowledge of at least one language other than English.

N11.5 This school does not require a thesis or a comprehensive examination for the master's degree.

N11.6 The resources of this school are inadequate for work beyond the basic theological degree.

N11.7 This school has an insufficient number of students for a master's program.

N12 Pertaining to the Doctorate

N12.1 The absence of an active working relationship with a university compromises the quality of the doctoral program.

N12.2.1 In this school, doctoral studies are not sufficiently differentiated from those for the basic theological degree.

N12.2.2 This school has an insufficient number of students for an effective doctoral program.

N12.3 In this school, the standards regarding duration of training are not observed.

N12.4 In this school, admission requirements for doctoral candidates are less demanding than those proposed in the standards.

N12.5 In this school, examination procedures are inadequate for effective assessment and control of graduate studies.

N12.6 In this school, the quality of the dissertation and procedures for its evaluation do not meet the standards.

N12.7 In this school, there is inadequate provision of qualified faculty members for its doctoral program.

N12.8 The library facilities available to this school are inadequate for doctoral studies.

ESTABLISHMENT OF NEW SCHOOLS*

The Association believes that the wisest policy for the various church bodies which look toward the expansion of present seminaries and the establishment of new ones, requires analysis on a broad scale of the total resources of all the denominations. Further, there is urgent need for careful consideration of the location of new schools in relation to geographical and population factors, proximity to other educational institutions, and the possibility of increasing cooperation among the schools for the maximum use of their resources.

An important contemporary development is the growth of graduate departments of religion in many universities, which are likely to become increasingly significant in the training of teachers of religion. Their relationship to the training of ministers and to the graduate programs of seminaries and divinity schools should be taken into account in any assessment of future needs for expanding resources in theological education.

Therefore, the office of the Association expresses its deep interest in the problems of over-all strategy in the placement of new theological schools and offers its services in consultation to any denomination or group concerned with the establishment of new theological schools or contemplating decisions with respect to the relocation, combination, or enlargement of existing seminaries. The needs for theological education are so great that the most efficient use of all resources is a vital necessity.

A Resources Planning Commission carries the following responsibilities:

1. to initiate and maintain processes required to accomplish such redeployment of all resources for theological education as may be required to support quality education;
2. to make judgments between proposals for support by the Association and determine the amount of professional service to be made available;
3. to give guidance and counsel to AATS staff working in the area and to such other staff as may be required;
4. to hear and collate the needs of the member schools which point toward cooperative answers;
5. to seek and secure funds which will support the central work of the Commission;
6. to develop and maintain those relationships with other agencies which will facilitate the purposes of the Commission;
7. to maintain such communications with member schools and other educational institutions as will promote the accomplishment of Commission purposes.

* This document is in process of revision to conform to the constitutional provision for membership by Jewish theological schools.

II. MEMBERS, OFFICERS, COMMISSIONS

ACCREDITED MEMBERS

Accredited members are those schools recommended by the Commission on Accrediting after due examination of their academic standards in the light of the Association's standards for accrediting and elected by the Association.

The letter "N" appended to the name and address of an institution with a number following refers to a notation for the meaning of which the list on pp. 34-38 may be consulted (see *Bulletin* 29).

The list of accredited seminaries is subject to change semiannually. The accredited members of the American Association of Theological Schools, as of June, 1970, are as follows:

American Baptist Seminary of the West:

Berkeley, California campus

Covina, California campus

Anderson College School of Theology, Anderson, Indiana
N6.3, 9.2

Andover Newton Theological School, Newton Centre, Massachusetts
N9.1

Aquinas Institute School of Theology, Dubuque, Iowa
N10.1, 11.1, 12.1, 12.8

Asbury Theological Seminary, Wilmore, Kentucky

Ashland Theological Seminary, Ashland, Ohio
N1.6, 3.3, 4.2
Provisional until December 1971

Austin Presbyterian Theological Seminary, Austin, Texas

Berkeley Divinity School, New Haven, Connecticut

Bethany Theological Seminary, Oak Brook, Illinois

Bethel Theological Seminary, St. Paul, Minnesota

Bexley Hall, Rochester, New York
N9.1

Boston University School of Theology, Boston, Massachusetts
N11.1

Brite Divinity School of Texas Christian University, Fort Worth, Texas

Calvin Theological Seminary, Grand Rapids, Michigan
N5.3, 9.3

Candler School of Theology of Emory University, Atlanta, Georgia

Central Baptist Theological Seminary, Kansas City, Kansas

(Chicago) Lutheran School of Theology at Chicago, Illinois
 Chicago Theological Seminary, Chicago, Illinois
 Christian Theological Seminary, Indianapolis, Indiana
 Church Divinity School of the Pacific, Berkeley, California
 (Claremont) School of Theology, Claremont, California
N11.1
 Colgate Rochester Divinity School, Rochester, New York
 Columbia Theological Seminary, Decatur, Georgia
 Concordia Seminary, St. Louis, Missouri
 Concordia Theological Seminary, Springfield, Illinois *N4.6*
 Crozer Theological Seminary, Chester, Pennsylvania
 Drew University Theological School, Madison, New Jersey
 Duke University Divinity School, Durham, North Carolina
 Eastern Baptist Theological Seminary, Philadelphia, Pennsylvania
 Eden Theological Seminary, Webster Groves, Missouri
 Emmanuel College of Victoria University, Toronto, Ont.,
 Canada *N12.8*
 Episcopal Theological School, Cambridge, Massachusetts
 Episcopal Theological Seminary of the Southwest, Austin,
 Texas
 Evangelical Lutheran Theological Seminary, Columbus, Ohio
 Evangelical Theological Seminary, Naperville, Illinois
 Fuller Theological Seminary, Pasadena, California *N3.5,*
4.5, 11.3
 Garrett Theological Seminary, Evanston, Illinois
 General Theological Seminary, New York, N. Y. *N10.2*
 (Gettysburg) Lutheran Theological Seminary, Gettysburg,
 Pennsylvania
 Golden Gate Baptist Theological Seminary, Mill Valley,
 California
 Gordon-Conwell Theological Seminary, Hamilton, Massa-
 chusetts
 Goshen College Biblical Seminary, Goshen, Indiana *N4.7*
 Graduate Theological Union, Berkeley, California

Hamma School of Theology, Springfield, Ohio
 Hartford Seminary Foundation, Hartford, Connecticut
 N10.1
 Harvard Divinity School, Cambridge, Massachusetts
 Howard University School of Religion, Washington, D.C.
 Iliff School of Theology, Denver, Colorado *N3.3*
 Interdenominational Theological Center, Atlanta, Georgia
 N11.4
 Knox College, Toronto, Ont., Canada *N4.7, 5.3, 7.4, 9.1, 9.2,*
 12.8
 Lancaster Theological Seminary, Lancaster, Pennsylvania
 Lexington Theological Seminary, Lexington, Kentucky
 Louisville Presbyterian Theological Seminary, Louisville,
 Kentucky
 Luther Theological Seminary, St. Paul, Minnesota
 Lutheran Theological Southern Seminary, Columbia, South
 Carolina
 Maryknoll Seminary, Maryknoll, New York *N9.1*
 McCormick Theological Seminary, Chicago, Illinois
 McGill University Faculty of Religious Studies, Montreal,
 P.Q., Canada *N1.1*
 McMaster Divinity College, Hamilton, Ont., Canada
 Meadville Theological School, Chicago, Illinois *N9.2, 11.1*
 Mennonite Biblical Seminary, Elkhart, Indiana
 Methodist Theological School in Ohio, Delaware, Ohio *N6.3*
 Midwestern Baptist Theological Seminary, Kansas City,
 Missouri
 Moravian Theological Seminary, Bethlehem, Pennsylvania
 N9.2
 Nashotah House, Nashotah, Wisconsin *N9.1*
 New Brunswick Theological Seminary, New Brunswick,
 New Jersey
 New Orleans Baptist Theological Seminary, New Orleans,
 Louisiana *N6.3, 10.3*
 New York Theological Seminary, New York, N. Y. *N9.2*
 Status under review. School undergoing process of
 redefining its program.

- North American Baptist Seminary, Sioux Falls, South Dakota *N3.2, 4.5, 4.7*
- Northern Baptist Theological Seminary, Oak Brook, Illinois *N4.5*
- North Park Theological Seminary, Chicago, Illinois
- Northwestern Lutheran Theological Seminary, Minneapolis, Minnesota
- Pacific Lutheran Theological Seminary, Berkeley, California *N4.5, 6.2, 9.1*
- Pacific School of Religion, Berkeley, California
- Perkins School of Theology of Southern Methodist University, Dallas, Texas
- (Philadelphia) Divinity School of the Protestant Episcopal Church, Philadelphia, Pennsylvania
- (Philadelphia) Lutheran Theological Seminary, Philadelphia, Pennsylvania
- Phillips University Graduate Seminary, Enid, Oklahoma
- Pittsburgh Theological Seminary, Pittsburgh, Pennsylvania
- Pontifical College Josephinum, Worthington, Ohio
- Presbyterian School of Christian Education, Richmond, Virginia *N1.5*
- Princeton Theological Seminary, Princeton, New Jersey
- Regis College, Willowdale, Ont., Canada
- St. Charles Borromeo Seminary, Overbrook, Pennsylvania *N3.3, 4.3*
- St. John's Seminary, Brighton, Massachusetts
- St. John's University School of Divinity, Collegeville, Minnesota
- St. Meinrad School of Theology, St. Meinrad, Indiana *N9.2*
- Saint Paul School of Theology Methodist, Kansas City, Missouri
- St. Thomas Theological Seminary, Denver, Colorado
- San Francisco Theological Seminary, San Anselmo, California
- Seabury-Western Theological Seminary, Evanston, Illinois
- Seventh-day Adventist Theological Seminary of Andrews University, Berrien Springs, Michigan *N4.7*

Southeastern Baptist Theological Seminary, Wake Forest,
 North Carolina
 Southern Baptist Theological Seminary, Louisville, Ken-
 tucky
 Southwestern Baptist Theological Seminary, Fort Worth,
 Texas
 Trinity College Faculty of Divinity, Toronto, Ont., Canada
N9.1, 9.2, 9.3, 12.8
 Union Theological Seminary, New York, N.Y.
 Union Theological Seminary in Virginia, Richmond, Vir-
 ginia
 United Theological Seminary, Dayton, Ohio
 United Theological Seminary of the Twin Cities, New
 Brighton, Minnesota *N11.6*
 University of Chicago Divinity School, Chicago, Illinois
N2.1, 11.1
 University of Dubuque Theological Seminary, Dubuque,
 Iowa
 University of the South School of Theology, Sewanee, Ten-
 nessee *N1.1*
 Vanderbilt University Divinity School, Nashville, Tennessee
 (Virginia) Protestant Episcopal Theological Seminary in
 Virginia, Alexandria, Virginia
 Wartburg Theological Seminary, Dubuque, Iowa
 Wesley Theological Seminary, Washington, D.C.
 Western Theological Seminary, Holland, Michigan
 Weston College School of Theology, Cambridge, Massa-
 chusetts
 Woodstock College, Woodstock, Maryland
 Yale University Divinity School, New Haven, Connecticut

ASSOCIATE MEMBERS

Associate members are those institutions in the United States and Canada, which, although not accredited, have met the conditions prescribed by the Association, have been proposed for associate membership by the Executive Committee, and have been elected by the Association. Those conditions are listed on pp. 3 (see *Bulletin* 29).

The letter "N" appended to the name and address of an institution with a number following refers to a notation for the meaning of which the list on pp. 32-33 may be consulted.

The list of associate members of the American Association of Theological Schools, as of June, 1970, is as follows:

Acadia Divinity College of Acadia University, Wolfville,
N.S., Canada

Anglican Theological College of British Columbia, Van-
couver, B.C., Canada N2.1

Bangor Theological Seminary, Bangor, Maine N3.3

Bellarmino School of Theology, Chicago, Illinois

Catholic Seminary Foundation of Indianapolis (formerly St.
Maur's), Indiana N3.1

Catholic Theological Union, Chicago, Illinois

Conservative Baptist Theological Seminary, Denver, Colo-
rado

Earlham School of Religion, Richmond, Indiana

Emmanuel School of Religion, Milligan College, Tennessee

Erskine Theological Seminary, Due West, South Carolina

Evangelical Congregational School of Theology, Myerstown,
Pennsylvania N3.2

Evangelical Seminary of Puerto Rico, San Juan, Puerto Rico

Holy Cross Orthodox Theological School, Brookline, Mas-
sachusetts

Holy Name College, Washington, D.C.

Hood Theological Seminary, Salisbury, North Carolina
N2.1, 3.2

Huron College Faculty of Theology, London, Ont., Canada
N2.1, 3.1

Immaculate Conception Seminary, Darlington, New Jersey

Immaculate Conception Seminary School of Theology, Con-
ception, Missouri

Jesuit School of Theology at Berkeley (formerly Alma College, Los Gatos), California
 Lutheran Theological Seminary, Saskatoon, Sask., Canada
 Mary Immaculate Seminary, Northampton, Pennsylvania
 Memphis Theological Seminary, Memphis, Tennessee
 Mennonite Brethren Biblical Seminary, Fresno, California
 Missouri School of Religion, Columbia, Missouri *N2.1*
 Mount Angel Seminary, St. Benedict, Oregon
 Mount Saint Alphonsus Seminary, Esopus, New York
 Mt. St. Mary's Seminary of the West, Cincinnati, Ohio
 Nazarene Theological Seminary, Kansas City, Missouri
 Notre Dame Seminary, New Orleans, Louisiana
 Oblate College of the Southwest, San Antonio, Texas
 Payne Theological Seminary, Wilberforce, Ohio *N2.1*
 Pine Hill Divinity Hall, Halifax, N.S., Canada
 Pope John XXIII National Seminary, Weston, Massachusetts *N3.2*
 Queen's Theological College, Kingston, Ont., Canada
 Reformed Theological Seminary, Jackson, Mississippi
 St. Augustine's Seminary, Scarborough, Ont., Canada
 St. Bernard's Seminary, Rochester, New York
 St. Francis Seminary, Loretto, Pennsylvania
 St. Francis Seminary, Milwaukee, Wisconsin
 St. John's Provincial Seminary, Plymouth, Michigan
 St. John Vianney Seminary, East Aurora, New York *N3.1*
 St. Joseph's Seminary, Dunwoodie, Yonkers, New York
 St. Leonard College, Dayton, Ohio
 St. Louis University School of Divinity, St. Louis, Missouri
 St. Mary of the Lake Seminary, Mundelein, Illinois
 St. Mary Seminary, Cleveland, Ohio
 St. Mary's Seminary and University, School of Theology, Baltimore, Maryland

St. Patrick's Seminary—Theologate, Menlo Park, California
 St. Stephen's College, Edmonton, Alta., Canada *N2.1*
 St. Vincent Seminary, Latrobe, Pennsylvania
 St. Vladimir's Orthodox Theological Seminary, Crestwood,
 New York
 Seminario Episcopal del Caribe, Carolina, Puerto Rico *N2.1,*
3.3
 Seminary of Our Lady of Angels, Albany, New York
 Seminary of St. Vincent de Paul, Boynton Beach, Florida
 Seminary of the Immaculate Conception, Huntington,
 New York
 Starr King School for the Ministry, Berkeley, California
 Sulpician Seminary of the Northwest, Kenmore, Washington
 Swedenborg School of Religion, Newton, Massachusetts
N2.1
 Talbot Theological Seminary, LaMirada, California
 Trinity Evangelical Divinity School, Deerfield, Illinois
 Union College of British Columbia, Vancouver, B.C., Canada
N3.1
 University of St. Michael's College Faculty of Theology,
 Toronto, Ont., Canada
 University of St. Thomas School of Theology, Houston,
 Texas
 University of Winnipeg Faculty of Theology, Winnipeg,
 Man., Canada *N2.1*
 Virginia Union University School of Theology, Richmond,
 Virginia
 Washington Theological Coalition, Silver Spring, Maryland
 Waterloo Lutheran Seminary, Waterloo, Ont., Canada
 Western Evangelical Seminary, Portland, Oregon
 Winebrenner Theological Seminary, Findlay, Ohio
 Wycliff College, Toronto, Ont., Canada *N3.2*

OFFICERS, COMMITTEES, AND COMMISSIONS

1970-72

President

ALLIX B. JAMES, President, Virginia Union University,
Richmond, Virginia

Vice-President

ARTHUR C. REPP, Vice-President, Concordia Seminary,
St. Louis, Missouri

Secretary

JOHN R. GORMAN, President, St. Mary of the Lake
Seminary, Mundelein, Illinois

Treasurer

HENRY W. BROOKS, Vice-President of Administration,
United Theological Seminary, Dayton, Ohio

Executive Director

JESSE H. ZIEGLER, 534 Third National Building, Dayton,
Ohio

Associate Directors

DAVID S. SCHULLER

MARVIN J. TAYLOR

Administrative Assistant to the Executive Director

CHARLOTTE M. THOMPSON

Consultant on the Black Religious Experience

C. SHELBY ROOKS, Bldg. J. Research Park, 1101 State
Road, Princeton, New Jersey

Consultant on Ecumenical Relationships

EUGENE I. VAN ANTWERP, 1 Dupont Circle, N.W.,
Washington, D.C.

EXECUTIVE COMMITTEE

Ex Officio

PRESIDENT JAMES, VICE-PRESIDENT REPP, PRESIDENT GORMAN, VICE-PRESIDENT BROOKS

Chairman

ALLIX B. JAMES, President, Virginia Union University, Richmond, Virginia

OLIN T. BINKLEY, 1972, President, Southeastern Baptist Theological Seminary, Wake Forest, North Carolina

HOWARD W. BUCHNER, 1972, Dean, Trinity College Faculty of Divinity, Toronto, Ont., Canada

J. DANIEL JOYCE, 1972, Dean, Phillips University Graduate Seminary, Enid, Oklahoma

ARTHUR R. MCKAY, 1972, President, Colgate Rochester Divinity School, Rochester, New York

JOHN DILLENBERGER, 1974, President, Graduate Theological Union, Berkeley, California

EDWARD F. MALONE, 1974, Professor, Maryknoll Seminary, Maryknoll, New York

KRISTER STENDAHL, 1974, Dean, Harvard University Divinity School, Cambridge, Massachusetts

ROBERT C. CAMPBELL, 1976, Dean, American Baptist Seminary of the West, Covina, California

JOSEPH D. QUILLIAN, JR., 1976, Dean, Perkins School of Theology, Dallas, Texas

SAMUEL J. WYLIE, 1976, Dean, General Theological Seminary, New York, New York

COMMISSION ON ACCREDITING

Chairman

JAMES I. MCCORD, 1974, President, Princeton Theological Seminary, Princeton, New Jersey

HARVEY H. GUTHRIE, JR., 1972, Dean, Episcopal Theological School, Cambridge, Massachusetts

F. THOMAS TROTTER, 1972, Dean, School of Theology at Claremont, California

HERNDON WAGERS, 1972, Director of Graduate Studies, Perkins School of Theology, Dallas, Texas

- JOSEPH A. DEVENNY, Dean, Weston College School of Theology, Cambridge, Massachusetts
- WARREN F. GROFF, 1974, Dean, Bethany Theological Seminary, Oak Brook, Illinois
- ROBERT A. BAKER, 1976, Director of Advanced Degree Studies of School of Theology, Southwestern Baptist Theological Seminary, Fort Worth, Texas
- C. BENTON KLINE, 1976, Dean, Columbia Theological Seminary, Decatur, Georgia
- HERMAN J. RIDDER, 1976, President, Western and New Brunswick Theological Seminaries, Holland, Michigan, and New Brunswick, New Jersey

COMMISSION ON FACULTY FELLOWSHIPS

Chairman

- SARA P. LITTLE, 1972, Professor, Presbyterian School of Christian Education, Richmond, Virginia
- A. DURWOOD FOSTER, 1972, Professor, Pacific School of Religion, Berkeley, California
- JAMES SELLERS, 1972, Professor, Vanderbilt University Divinity School, Nashville, Tennessee
- WALTER J. BURGHARDT, 1974, Professor, Woodstock College, Woodstock, Maryland
- WAYNE E. OATES, 1974, Professor, Southern Baptist Theological Seminary, Louisville, Kentucky
- GEORGE W. PECK, 1974, Dean, Andover Newton Theological School, Newton Centre, Massachusetts
- WILLIAM O. FENNELL, 1976, Professor, Emmanuel College of Victoria University, Toronto, Ont., Canada
- CHARLES H. LONG, 1976, Professor, Divinity School, University of Chicago, Chicago, Illinois
- JAMES A. SANDERS, 1976, Professor, Union Theological Seminary, New York, New York

RESOURCES PLANNING COMMISSION

Chairman

JAMES T. LANEY, 1972, Dean, Candler School of Theology, Atlanta, Georgia

WILLIAM F. MAY, 1972, Chairman, Program in the Study of Religion, Indiana University, Bloomington, Indiana

ARTHUR R. MCKAY, 1972, President, Colgate Rochester Divinity School, Rochester, New York

GENE E. BARTLETT, 1974, Pastor, First Baptist Church, Newton Centre, Massachusetts

ROBERT V. MOSS, JR., 1974, President, United Church of Christ, New York, New York

MICHAEL J. MURPHY, 1974, President, St. Mary Seminary, Cleveland, Ohio

JOHN HOCHBAN, 1976, Registrar, Toronto School of Theology, Toronto, Ont., Canada

BEAUFORD A. NORRIS, 1976, President, Christian Theological Seminary, Indianapolis, Indiana

ALMUS M. THORP, 1976, Executive Director, Board of Theological Education of the Episcopal Church, Rochester, New York

COMMISSION ON EDUCATIONAL STRATEGY AND PLANNING

Chairman

JAMES D. GLASSE, 1972, President, Lancaster Theological Seminary, Lancaster, Pennsylvania

PAUL CLASPER, 1972, Dean, American Baptist Seminary of the West, Berkeley, California

JOHN M. PRICE, 1972, Dean, School of Religious Education, New Orleans Baptist Theological Seminary, New Orleans, Louisiana

BENEDICT M. ASHLEY, 1974, Professor, Institute of Religion and Human Development, Houston, Texas

MANCE C. JACKSON, 1974, Professor, Interdenominational Theological Center, Atlanta, Georgia

- COLIN W. WILLIAMS, 1974, Dean, Yale University Divinity School, New Haven, Connecticut
- THOMAS C. CAMPBELL, 1976, Professor, Chicago Theological Seminary, Chicago, Illinois
- ROBERT W. LYNN, 1976, Dean, Auburn Theological Seminary; Professor, Union Theological Seminary, New York, New York
- GRANGER WESTBERG, 1976, Professor, Hamma School of Theology, Springfield, Ohio

COMMITTEE TO REVISE STANDARDS AND PROCEDURES FOR ACCREDITING

Chairman

- JAMES M. GUSTAFSON, Professor, Yale University Divinity School, New Haven, Connecticut
- HENRY B. ADAMS, Executive Director, Academy of Parish Clergy, Inc., Minneapolis, Minnesota
- WARREN H. DEEM, Management Consultant, Wilder Deem Associates, New York, New York
- WARREN F. GROFF, Dean, Bethany Theological Seminary, Oak Brook, Illinois
- C. DOUGLAS JAY, Director, Toronto School of Theology, Toronto, Ont., Canada
- F. TAYLOR JONES, formerly Executive Secretary, Commission on Higher Education, Middle States Association, New York, New York
- DAVID M. MURPHY, Dean, St. Bernard's Seminary, Rochester, New York
- DAVID T. SHANNON, Staff, Board of Education and Publication, American Baptist Convention, Valley Forge, Pennsylvania
- JAMES E. SHAPLAND, Minister, Shiloh Church, Dayton, Ohio

COMMITTEE ON THE BLACK RELIGIOUS
EXPERIENCE AND THEOLOGICAL EDUCATION

Chairman

C. SHELBY ROOKS, Executive Director, Fund for Theological Education, Princeton, New Jersey

CHARLES B. COPHER, Dean, Interdenominational Theological Center, Atlanta, Georgia

EVANS E. CRAWFORD, JR., Dean, Rankin Chapel, Howard University, Washington, D. C.

LAWRENCE N. JONES, Dean of Students, Union Theological Seminary, New York, N. Y.

HEZIAH WILLIAMS, Director, Center for Black Studies, Graduate Theological Union, Berkeley, California

PRESTON N. WILLIAMS, Professor, Boston University School of Theology, Boston, Massachusetts

STUDENTS: Three to be selected

STATISTICS

MEMBERSHIP IN THE ASSOCIATION

	1962	1964	1966	1968	1970
Accredited Members . . .	84	90	94	100	112
Associate Members	41	37	46	56	70
Affiliated Members	4				
TOTALS	129	127	140	156	182

ENROLLMENT

	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70
Accredited						
Schools	18,625	19,036	20,455	21,365	23,032	23,942
Associate						
Schools	2,400	2,493	3,504	3,856	5,001	6,542
TOTALS	21,025	21,529	23,959	25,221	28,033	30,484

GRADUATES IN 1969

	<i>B.D.</i>			<i>S.T.D.</i>
	<i>S.T.B.</i>		<i>Th.M.</i>	<i>Th.D.</i>
	<i>M.DIV.</i>	<i>M.R.E.</i>	<i>S.T.M.</i>	<i>Ph.D.</i>
Accredited Schools	4,542	508	529	237
Associate Schools	671	36	75	—
TOTALS	5,213	544	604	237

III. CONSTITUTION AND BYLAWS

CONSTITUTION OF THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS, INC.

I. NAME

The name of this organization is The American Association of Theological Schools in the United States and Canada, Inc.

II. PURPOSES

The purposes of the Association, as stated in its certificate of incorporation, are: to provide facilities for its members to confer concerning matters of common interest to theological schools, to consider any problems that may arise as to the relations of such institutions to one another or to other educational institutions or to governmental authorities, to recommend standards of theological education and maintain a list of member institutions accredited on the basis of such standards, and, in general, without limitation to the foregoing, to promote the improvement of theological education in such ways as it may deem appropriate, except that the Corporation is not authorized to engage in any activities for pecuniary profit or to conduct any form of schools or classes of instruction. The Corporation may engage in its authorized activities both in the United States and elsewhere, subject to applicable law.

III. MEMBERSHIP

1. NATURE OF MEMBERSHIP. The American Association of Theological Schools, Inc., accepts into its membership qualified schools engaged, predominantly at the postcollege level, in educating professional leadership of religious groups having their historical rootage in the Jewish and Christian Scriptures, which have been elected in accordance with the procedures stipulated in section 2 below.

2. CLASSES OF MEMBERSHIP.

(a) Accredited members shall be those institutions in the United States and Canada which after recommendation by the Commission on Accrediting shall have been elected by a two-thirds vote of the accredited members of the Association (1) present and voting at a meeting of the Association or (2) casting a mail vote within 30 days after the mailing of ballots from the Association office. In keeping with quorum provisions (IV, 3) at least 30 ballots shall be cast for such a mail vote to be considered valid.

(b) Associate members shall be those institutions in the United States and Canada which have met the conditions for associate membership prescribed by the Association, have been proposed for associate membership by the Executive Committee, and have been elected by a two-thirds vote of all the members of the Association (1) present and voting at a meeting of the Association or (2) casting a mail vote within 30 days after the mailing of ballots from the Association office. In keeping with quorum provisions (IV, 3) at least 30 ballots shall be cast, with not fewer than 20 of these from accredited schools, for such a mail vote to be valid.

3. PRIVILEGES OF MEMBERSHIP. All classes of members shall have full and equal rights, except that in actions of the Association relating to accreditation and to Standards for Accrediting, the right of vote shall be restricted to accredited members.

4. DUES. Each member institution, whether associate or accredited, shall pay annual dues as prescribed by the by-laws. Institutions which are at any time two years in arrears in the payment of their prescribed annual dues shall be regarded as having withdrawn from the Association.

IV. MEETINGS OF THE ASSOCIATION

1. REGULAR MEETINGS. In each even-numbered year the Association shall hold a biennial meeting at such time and place as the Executive Committee may determine. The holding of a meeting in other years shall be deemed to be waived unless requested in writing by any member of the

Association at least 60 days before the third Wednesday in June, which request shall contain the purpose or purposes for which the meeting is desired. If so requested, it shall be held on that date or another at such time and place as may be determined by the Executive Committee, on at least 30 days' notice. Each such meeting shall be confined to such business as is specified in the notice of the meeting.

2. REGIONAL AND SPECIAL MEETINGS. Regional or special meetings of the Association may be held at such times and places as the Executive Committee may determine. Each such meeting shall be confined to such business as is specified in the notice of the meeting.

3. REPRESENTATION AT MEETINGS. At the meetings of the Association each member institution may have any number of representatives, but shall have only one vote. Thirty voting representatives of member schools shall constitute a quorum of the Association, provided that not fewer than twenty of those voting representatives shall represent accredited schools.

4. NOMINATING PROCEDURES. Prior to each regular meeting the President shall appoint a nominating committee of five persons which shall present to the Association nominations for (a) the officers to be elected pursuant to Section 1 of Article V, and (b) the vacancies on the Executive Committee. The Executive Committee shall serve as the nominating committee for vacancies in all commissions. Nominations for the offices, Executive Committee, and the commissions may also be made from the floor of the meeting.

V. OFFICERS

1. ELECTED OFFICERS.

(a) The Association shall have a President, a Vice-President, a Secretary, and a Treasurer, who shall be elected at each biennial meeting. These officers shall assume their duties upon the adjournment of the meeting at which they are elected and shall hold office to the close of the meeting at which their successors are elected. The President, Vice-President, and Secretary shall not be eligible for immediate re-election. In case there is a vacancy in any such office, the Executive

Committee may appoint a successor to serve until his successor is elected by the Association and qualifies.

(b) The President, Vice-President, and Secretary shall perform the duties normally incident to their offices at all meetings of the Association and shall exercise such other functions as may be assigned to them by the Association or by the Executive Committee.

(c) The Treasurer, subject to such regulations as may be prescribed by the Executive Committee, shall have oversight of the Association's funds and securities. He shall establish such procedures with the Executive Director on advice of the auditors that all receipts, investments, and disbursements are made according to policies set by the Executive Committee. He shall work with the Executive Director in the preparation of the annual and biennial budgets and shall present the budget for the ensuing biennium as approved by the Executive Committee for adoption by the Association at its biennial meeting.

2. EXECUTIVE DIRECTOR. There shall be an Executive Director who shall be chosen by the Association upon nomination of the Executive Committee. He shall devote his full time to the work of the Association and shall perform such functions as may be assigned to him by the Association or the Executive Committee. He shall be expected to attend all meetings of the Association, the Executive Committee, and the Commission on Accrediting, and to participate in their discussions. His appointment may be terminated by the Executive Committee on at least six months' notice as voted by no fewer than six members of the said committee and as communicated to him in writing.

3. OTHER OFFICERS. The Association may authorize the Executive Committee to appoint such other officers as it may deem appropriate and define their qualifications, functions, and terms of office.

4. COMPENSATION.

(a) The Executive Committee shall determine the salary of the Executive Director and any other employed officer of the Association whom the Association may decide to employ. The compensation of any such

employed officer shall be included in the Treasurer's report at each biennial meeting.

(b) No member of the Executive Committee or officer of the Association shall be interested, directly or indirectly, in any contract relating to operations conducted by the Association, unless authorized by the concurring vote or written approval of two-thirds of the members of the Executive Committee. This restriction shall not apply to a contract with a theological institution with which a member of the Executive Committee or an officer is associated if he, as an individual, has no financial interest in the contract.

VI. EXECUTIVE COMMITTEE

At the biennial meeting of the Association at which this constitution is adopted, the representatives present and voting shall elect nine persons who, with the elected officers specified in Article V., Section 1, (a) above, and with the immediate past president of the Association, shall constitute an Executive Committee, and shall hold office until their successors are elected and qualify. These nine elected persons shall serve for terms of six years, except that, of those first elected, three shall serve for terms of two years, and three for terms of four years. At subsequent biennial meetings the Association shall elect three persons to succeed those who have at that meeting completed their term of office and shall fill vacancies to complete unexpired terms. Members of the Executive Committee shall not be eligible immediately to succeed themselves. The President of the Association shall be the chairman of the Executive Committee. It shall be the duty of the Executive Committee to prepare the programs for the biennial meetings of the Association and to act for it between meetings of the Association. The Executive Committee shall act as a Board of Review to hear appeals concerning actions of the Commission on Accrediting or any other commissions, officers, or agencies of the Association. The decisions of the Executive Committee in such cases shall be final, except insofar as provision is made in Article VII for the setting up of an appeal committee with regard to actions of the Commission on Accrediting. It shall be the duty of the Executive Committee to report its actions to the biennial meeting.

VII. COMMISSIONS

1. COMMISSION ON ACCREDITING. The Commission on Accrediting shall consist of nine persons from accredited institutions elected by a two-thirds vote of the members of the Association present and voting after nomination by the Executive Committee at the biennial meeting at which this constitution shall be adopted. The nine members shall serve for terms of six years, except that, of those first elected, three shall serve for terms of two years, and three for terms of four years. At subsequent biennial meetings the Association shall elect three persons to succeed those who have at that meeting completed their terms of office. Commissioners shall not be eligible immediately to succeed themselves, and no one shall serve at the same time on both the Executive Committee and the Commission on Accrediting. The Commission shall at each biennial meeting of the Association elect its chairman from its own membership. It shall be the duty of the Commission on Accrediting to maintain a list of accredited theological schools under standards determined by the Association and to recommend to the Association institutions to be placed upon this list. In the instance of withdrawal of accreditation or the placing of a school on probation by the Commission on Accrediting, the action shall not be submitted to a vote of the Association but appeal from the action of the Commission on Accrediting in any matter may be made to the Executive Committee. If the representatives of ten accredited schools shall make written request to the President for the appointment of a further appeal committee of five persons not members of either the Commission on Accrediting or of the Executive Committee, he shall so do on the understanding that the financial cost involved shall be borne by the institution under review and that the report of the appeal committee shall be made to the Association at its next regular meeting.

2. OTHER COMMISSIONS. Other commissions shall consist of nine persons elected by a two-thirds vote of the members of the Association present and voting after nomination by the Executive Committee at the biennial meeting at which this constitution shall be adopted. The nine members shall serve for terms of six years, except that, of those first elected, three shall serve for terms of two

years, and three for terms of four years. At subsequent biennial meetings the Association shall elect three persons to succeed those who have at that meeting completed their terms of office. The chairman of each commission shall be appointed by the Executive Committee for a term of two years. The commissions shall deal with such matters as are assigned to them by the Executive Committee.

3. COMMITTEES. Committees shall consist of those persons nominated by the Executive Committee and elected by the Association to deal with particular business and shall continue in being until discharged by the President or until the subsequent biennial meeting of the Association.

VIII. LIMITATION OF POWERS

No act of the Association or of the Executive Committee shall be held to control the policy or line of action of any institution belonging to it.

IX. DISTRIBUTION OF ASSETS IN THE EVENT OF DISSOLUTION

In the event of the dissolution of the Association its assets available for distribution shall be distributed to the member schools in proportion to their payment of dues in the year of dissolution, except that unexpended portions of grants received from foundations for specific educational purposes, such as but not limited to research, study projects, scholarships and fellowships, shall be returned to the foundation-donors.

X. AMENDMENTS

This constitution may be amended by a majority vote of the accredited member institutions present at any meeting of the Association, provided notice of the proposed amendment shall have been given in the call for the meeting. It shall be the duty of the Secretary to include in the call for any biennial meeting any amendment requested in writing by any five member institutions.

XI. BYLAWS

The Association may adopt bylaws consistent with this constitution.

BYLAWS OF THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS, INC.

I. NOTICE OF MEETINGS

Notice of every meeting of the Association shall be mailed to the usual address of each member as appearing on the books of the Association at least 30 days before the meeting. Such notice may be waived by written waivers signed by all of the members before, at, or after the meeting.

II. QUORUM

Thirty voting representatives of member schools shall constitute a quorum for all meetings of the Association, provided that not fewer than twenty of those voting representatives shall represent accredited schools; and a majority of those present and voting shall be sufficient for any action except as otherwise provided by law, in the constitution or bylaws, or by previous resolution of the Association.

III. PROXIES

Proxies may be given, and shall be counted in determining a quorum, for regular meetings of the Association if held in years in which biennial meetings are not held, and for special meetings of the Association.

IV. COMMITTEE MEETINGS

The Executive Committee, the Commission on Accrediting, and any other commissions or committees which may be created may prescribe their own rules as to notice, quorum, and conduct of meetings, and may create such subcommittees as they deem appropriate and define their functions.

V. DUES AND FEES

The following are the dues and fees for the member schools of the Association:

1. ACCREDITED AND ASSOCIATE MEMBERSHIP DUES

Minimum dues for associate members shall be \$215;
for accredited members, \$350;

Rate shall be 0.0015 of annual operating expenditures for the preceding year up to \$1,000,000;

If expenditures are between \$1,000,000 and \$2,000,000 :
\$1,500 + 0.0004 on all above \$1,000,000 ;

If expenditures are between \$2,000,000 and \$3,000,000 :
\$1,900 + 0.0002 on all above \$2,000,000 ;

If expenditures are above \$3,000,000 :
\$2,100 + 0.0001 on all above \$3,000,000.

“Annual operating expenditures” is understood to include all operating costs defined as administration and general, instructional, library, maintenance of physical plant (exclusive of that portion pertaining to auxiliary enterprises). It is not understood to include additional capital investments, student aid, or auxiliary enterprises. “Contributed services” shall be computed in all categories in line with other AATS member schools not using contributed services. Seminaries which are a part of a college or university shall include a prorated part of the general costs of the larger institution.

2. INSPECTION AND REEVALUATION COSTS

A fee of one hundred dollars is charged for any inspection or reevaluation of a school by the Commission on Accrediting. All costs of the team representing the Commission are charged to the school.

VI. FISCAL YEAR

The fiscal year of the Association shall be from July 1 to June 30.

VII. SEAL

The corporate seal shall bear the inscription “The American Association of Theological Schools, Inc. Corporate Seal, N.Y.” in substantially the form impressed on the original of these bylaws in the minute book.

VIII. AMENDMENTS

The bylaws may be amended at any biennial meeting of the Association by a two-thirds vote of the members present, provided that notice of the proposed amendment has been given at a previous session of said meeting, or in a previous regular meeting.

IV. POLICY STATEMENTS

STATEMENT ON PRESEMINARY STUDIES *

TRADITIONAL NORTH AMERICAN EXPECTATIONS

Traditionally, theological schools in America have expected their students to prepare themselves for theological study by a broad undergraduate program in the liberal arts. When it came to a choice of concentration, students were often encouraged to major in classical languages or in the history of philosophy.

CONTEMPORARY PRESSURES FOR CHANGE

Today, however, because of the wide range of undergraduate programs and majors offered by a great diversity of institutions of higher education, it is no longer feasible nor realistic to demand one particular type of undergraduate preparation as a prerequisite for theological study. Some of the ablest students in our theological schools have made their decision to prepare for the ministry after their undergraduate study was completed, or even after a period of time in an occupation apparently unconnected with the church's ministry.

The accelerating rate at which students in undergraduate programs at some of our most distinguished colleges and universities are urged toward a major field often makes impossible the development, even by superior students, of a broad humanities program. Able students whose concentration is in a field seemingly unrelated to religion sometimes begin to ask ultimate questions about the meaning of existence, and these then lead them into theological study.

Furthermore, a quiet revolution is occurring in the departments of religion. Whereas undergraduate instruction in religion was once regarded by some theological educators as too superficial and by others as too specialized for the proper undergraduate preparation of prospective seminarians, many religion departments now represent the best possibility an undergraduate may have on his campus for the integrating values of a liberal education. Indeed, strong religion departments may prepare students in such depth that they are ready to bypass the introductory courses of the traditional seminary curriculum.

RESPONSE OF THEOLOGICAL SCHOOLS

The student contemplating seminary should be aware that the seminaries have responded to these challenges in a variety of ways. Some are persuaded that the trend away from the broad liberal arts background should be resisted; they expect every student to enter

* This document is in process of revision to conform to the constitutional provision for membership by Jewish theological schools.

theological school with a wide spectrum of courses in the humanities, and may require students to compensate for deficiencies in the humanities by extra course work or by reading in specified disciplines before beginning theological study. Others prefer that a student concentrate in a field closely allied to religion such as history or philosophy. Some adopt a position of complete freedom for the student, on the assumptions that the ministry itself deals with many different concerns, that the quality of the student's academic performance is more important than his field of concentration, and that he may be allowed to make up deficiencies in certain areas by reading programs. Still others will encourage a student to pursue as rich and intensive an undergraduate program in religion as his college can provide, with the understanding that he can then enter directly into advanced courses in the seminary.

COUNSEL TO PRESEMINARY STUDENTS

In every case, the student contemplating theological study should correspond at the very earliest opportunity with the school or schools to which he intends to apply and with the authorities of his church in order to learn what will best prepare him for the specific program he expects to enter. It is the judgment of AATS that a normative pattern of preseminary education will include many of the following subjects:

English language and literature; history, including non-Western cultures as well as European and American; philosophy, particularly its history and its methods; natural sciences, both the physical and the life sciences; social sciences, where psychology, sociology, and anthropology are particularly appropriate; the fine arts and music, especially for their creative and symbolic values; biblical and modern languages; religion, both in the Judaeo-Christian and in the Near and Far Eastern traditions.

Some seminaries require Greek or Hebrew for admission, and many advanced biblical courses are offered in the original tongues; modern languages have an immensely educative role and are required at the graduate studies level.

It is the understanding gained in these fields rather than the total of credits or semester-hours which is significant.

In many seminaries students who have been well prepared in religion and equipped with the tools of theological study will be set free, not to complete their theological course more quickly, but rather to pursue more advanced studies. The principle constantly to be kept in mind is not that of satisfying paper regulations and minimum requirements, but of making the most of opportunities for education.

USE OF THE STATEMENT

This statement, adopted by the Association after consideration and study by its membership, is issued for the guidance of persons considering application to a seminary and their advisors. In no way does

it bind or limit the seminaries in their admissions policies. Each seminary is free to set its own entrance and make-up requirements, to add to this statement or change its emphases.

COUNSEL TO THEOLOGICAL SCHOOLS

The Association recommends to its member institutions that if a student applies for admission from a nonaccredited college, the applicant shall either be received on probation or pass satisfactorily an examination designed to test his knowledge—presumably in some of the areas suggested above—his ability to write and to think clearly and critically, and the degree of his accomplishment in one or more disciplines.

STUDENT FINANCIAL AID*

PRINCIPLES

The following statement of principles, adopted by the American Association of Theological Schools in 1966, is commended to the seminaries as a guide for the administration of their financial aid programs. Seminaries which adopt these principles are encouraged to make them known to their students and to those who apply for admission. Seminaries are also urged (a) to state clearly the total cost of attendance, (b) to provide colleges, parents, and students with factual information about their financial aid programs and practices, (c) to assist each student seeking admission with an estimate of his financial need, (d) to counsel entering students by correspondence, and other students face to face, on their budget estimates for both income and expenditures; and to provide counsel on family financial planning.

1. The primary purpose of financial aid for theological students is to assist in their educational preparation for ministry by providing aid to those who demonstrate financial need.
2. The total amount of financial assistance offered a student should not exceed the amount of his need.
3. Financial need is defined as the difference between the total cost of attending a particular institution and the amount of the resources available to the student.
4. Financial assistance consists of grants (which include scholarships, grants-in-aid, field education grants, and prizes), loans, and employment.
5. The family of a student, whether the student is unmarried or married, is expected to make every reasonable effort to assist the student with his educational expenses.
6. The student himself is expected to provide a major share of his expense through savings and other assets, through summer employment, and through academic year work where feasible.
7. In the case of a married student with no children, the spouse who has completed his or her formal education is normally expected to be gainfully employed. The spouse's total earnings are to be considered as a part of the total family income. Because of the importance of this source of income, student couples who hope for financial aid should not normally anticipate that increased aid from the seminary will offset loss of income resulting from the wife having children.

* This document is in process of revision to conform to the constitutional provision for membership by Jewish theological schools.

8. The student's home church should assist with the costs of his preparation for a church occupation in cases where the student demonstrates financial need and if such assistance is consistent with denominational policy.

9. Since the principles of Christian stewardship apply to all Christians, candidates should make provision in their financial estimates for gifts to church and charities out of their own earnings.

10. Financial assistance is granted on the basis of need on a year-to-year basis, with reapplication and review each year.

COMMON TERMINOLOGY

The Association recommends to its member schools the following statement on terminology, prepared by the joint committee of student financial aid, for use in those schools where it is appropriate.

I. *Grants (i.e., gift assistance)*

1. *Scholarship or fellowship*: given because of the student's academic performance. The amount should be determined by financial need, but this principle is not always observed.

Example: Episcopal General Convention Scholarships for Theological Students. Upon recommendation of the applicant's seminary dean and endorsement of his bishop, a student maintaining at least a B average and submitting a financial statement demonstrating need, is eligible for financial assistance. The maximum grant is \$1,000. Matching grants are made to the seminaries of recipients.

Scholarship is the preferred term at the B.D. level, since *fellowship* usually connotes aid for more advanced graduate study.

2. *Grant-in-aid (or grant, or study grant)*: aid given because of the student's financial need. The amount should be determined by need.

Example: United Presbyterian Study Grants, offered to United Presbyterian candidates for church occupations by the Board of Christian Education on the recommendation of the seminary. The amount is determined by need; the maximum grant is \$1,000.

3. *Prize or award*: funds, usually of a fixed amount of relatively small size, given a student in recognition of some specific achievement.

Example: Tew Prize in New Testament at Yale Divinity School.

4. *Field education grant or stipend*: compensation for field education or internship required for a degree.

Example: \$500 stipend for required field education for juniors at Union Theological Seminary, New York.

II. *Employment* *

1. *Compensation for work in a church or agency*, beyond the degree requirement of the institution.

Example: Student pastorates, providing salary and parsonage, available to its students through Chicago Theological Seminary.

2. *Campus job*: paid employment within the student's institution.

Example: Jobs in dining hall, library, and other phases of routine seminary maintenance and operation, at Crozer Theological Seminary.

3. *Off-campus job*: paid employment outside the student's institution.

Example: Job in city post office.

III. *Loan*

1. *Loan repayable in cash*: long-term or short-term, with interest or without interest.

Examples: Methodist Student Loan Fund, available to members of the United Methodist Church, for a maximum of \$750 a year, repayable in cash within six years after completing or discontinuing study.

National Defense Student Loans, U.S. Office of Education, with 3% interest, to be repaid within 11 years of graduation.

2. *Loan repayable in service*: with or without interest.

Example: Wm. H. Nelson Educational Foundation loans, repayment with one year's service in a church occupation for one year's loan, or failing that, in cash with interest.

3. *Loan or grant, with conditional payment*.

Example: Alexander McConnell Fund to be "used only for the education of candidates for the Presbyterian ministry, and in the event that such candidate shall change to another denomination or shall repudiate the jurisdiction of the Presbyterian Church, then the amount shall immediately become due." Otherwise the loan is to be repayable in service.

* All income from employment is taxable.

FACULTY FELLOWSHIP POLICIES

IN ACCREDITED SCHOOLS

1. Persons eligible are those who are full-time faculty members; or part-time members who are expected to become full-time members; or faculty members-elect; all of whom are from accredited theological schools.
2. The normal term for which a grant is made may be a full year, two quarters and a summer, or a semester and a summer.
3. Normally the sabbatical period is given to study and writing, but travel and research which may not necessarily issue in publication are acceptable.
4. Normally the fellowship holder is expected to study at centers or schools other than those in which his previous education has been located.
5. Fellows of the program are strongly advised against accepting any teaching assignment during the period of their grant. If, however, and for an instance a study-proposal were to be carried forward in an overseas mission-school in which some classroom experience was manifestly germane to the project, a maximum of three hours per week in such circumstances would not be considered a violation of the terms of the grant.
6. No preference is given to nominees from any particular kinds of schools (so long as they are accredited) or to any particular areas within the theological curriculum.
7. The schools are asked to specify what kind of financial responsibility they propose to accept to support the projects of their nominees.
8. Faculties numbering 1 to 24 may nominate two candidates; 25 to 36 three candidates; and 37 and over four.
9. No awards are made to applicants who have reached the age of sixty.
10. Although an application for a second grant is welcome, six full years must have elapsed between the end of the period covered by the award and the beginning of another; and priority is given to men who have not received a grant.
11. These fellowships are not for those taking a degree program.

IN ASSOCIATE SCHOOLS

A similar program on a small scale is available to faculty members from associate schools. All of the conditions are the same except the requirement of accreditation. The stated purpose is to assist schools to move toward accredited membership.

ACADEMIC FREEDOM AND TENURE *

THE MEANING AND BASIS OF ACADEMIC FREEDOM

The concern of theological schools for freedom in teaching and learning arises from the Christian faith with its promise of freedom in Christ to know the truth which is from God, which judges all human forms and institutions, and which will set men free. (John 8:32). Theological schools strive to be communities of teaching and learning in which freedom of mind and spirit are accepted as fundamental to the work in which they are engaged.

Freedom in the academic enterprise has been precious to all educational institutions. Nourished by Christian sources, love for freedom in the search for truth has also been defended on the basis of democratic principles and values. As theological schools seek to realize a genuine Christian freedom they can learn from the experience and practice of the wider academic community concerning the conditions and problems involved in securing the freedom of the teacher and the learner.

Some Christian interpreters will find the basis for academic freedom in the theological school directly within the Gospel itself as it creates a community in which the spirit of Christ informs and judges all human activities, and becomes the source of all genuine freedom.

Others will hold that as we seek to express the implications of the Gospel in specific principles and institutional forms we move into the sphere of law, governed both by the scriptural law of God and by elements of human law within the orders of society. They would be careful lest we equate a human standard with the Gospel freedom which transcends all law.

While we recognize different theological approaches to freedom, we acknowledge as members of theological schools that we share a common concern for realizing the highest possible standards of freedom in all institutions of education and we are concerned to make clear the general grounds upon which basic standards of practice in the schools can be established.

The following assertions are fundamental to a Christian view of academic freedom:

- I. The Christian faith directs all thought and life toward God who is the source of truth, the judge of all human thoughts, and the ultimate end of all theological inquiry.

* At the biennial meeting of the Association in Richmond on June 16, 1960, the following amended documents were "adopted as presenting patterns and norms for advisory use by the members of the American Association of Theological Schools" (see *Bulletin* 24, pp. 100 ff).

This document is in process of revision to conform to the constitutional provision for membership by Jewish theological schools.

- II. The freedom of the Christian always involves a commensurate responsibility toward God and neighbor. It is never the freedom merely to be left alone or to ignore basic obligations.
- III. Christian freedom exists within the confession of Christian faith. Theological schools may acknowledge specific confessional adherence as laid down in the charters and constitutions of the schools. A concept of freedom appropriate to theological schools will respect this confessional loyalty, both in the institutions and their individual members. At the same time, no confessional standard obviates the requirement for responsible liberty of conscience in the Christian community and the practice of the highest ideals of academic freedom.
- IV. While freedom must ultimately be realized through the spirit and loyalties of men, it must take form and be protected through concrete standards of institutional practice. Every statement of such standards moves somewhat in the sphere of law and regulation. We recognize that the effectiveness of stated principles depends finally upon the dedication within the Christian theological school to a genuine concern for liberty of mind and spirit in theological teaching.

PRINCIPLES OF ACADEMIC FREEDOM

I. *The Freedom to Teach and to Learn*

- A. The theological teacher and his students have the inquiry for truth central to their vocation and they are free to pursue this inquiry.
- B. An institution which has a confessional or doctrinal standard may expect that its faculty subscribe to that standard and the requirement for such subscription should be mutually understood at the time of their affiliation with the institution. The question of a faculty member's adherence to the standard may be opened according to specified procedures.

Any challenge to the doctrinal regularity of a faculty member should be subject to open hearing before his colleagues and before the governing board of the school as well as before ecclesiastical tribunals which may have jurisdiction.
- C. So long as the teacher remains within the accepted constitutional and confessional basis of his school he should be free to teach, carry on research, and to publish, subject to his adequate performance of his academic duties as agreed upon with the school.
- D. The teacher should have freedom in the classroom to discuss his subject in which he has competence and may claim to be a specialist without harassment or limitations.

- E. The teacher should be free to express and act upon his conscientious convictions as an individual citizen although he should realize that there is always the tacit representation of one's institution in whatever he says.
- F. Faculty members should take care lest they violate each other's academic freedom by covert interference with their colleagues' work or through bypassing the orderly processes of full faculty discussion of curriculum, appointments, and other basic matters.

II. *Appointments and Promotions*

A. Appointments

1. Power to appoint faculty members is specified in the charters and constitutions of the schools, and is usually lodged in the trustees or board of directors on recommendation of the administration. Consultation of the faculty about appointments should be practiced as an important support of the freedom of all.
2. Specific procedures for securing faculty nominations, faculty judgment and advice in the making of appointments should be observed.
3. The initial appointment to a faculty should be for a definite term, although this principle may be waived in the case of experienced men of proved competence.

B. Promotions

1. There should be a general stated policy concerning the basis of promotion which includes recognition of length of service, teaching ability and service, scholarly research and production, and promise of growing competence.
2. Provision for faculty ranks (e.g. instructor, assistant professor, associate professor, professor) offers a recognized, orderly, and useful arrangement for academic administration and promotion in which institutional flexibility and recognition of faculty service are both preserved. There should be at stated intervals review of the academic work and eligibility for promotion of all faculty members below the rank of professor.
3. The school administration and the faculty should have a mutual understanding of the general policies of the institution as to salary level and the bases of increase or decrease in salary.
4. Policies of the institution regarding service of faculty members to denominational and church bodies should be made clear, and both the school and the faculty should be protected from undue pressure from such activities which would interfere with the scholarly and teaching vocation.

III. Tenure

- A. Definition: After the expiration of a probationary period of appointment, teachers should have appointments on indefinite tenure. Such appointments should be terminated only for adequate cause and only after the fulfillment of clearly stated procedures for hearing and judgment.
- B. The meaning and basis of academic tenure: The provision for appointment on indefinite tenure is one way in which institutions safeguard their faculties' freedom to teach, to inquire, and to organize their academic programs. It is not intended to confer personal privilege.

It assures the faculty member that he will not be subject to dismissal for reasons other than the violation of the basic obligations which are properly laid upon all teachers and that he may normally expect to pursue his teaching vocation where he is until a change is mutually agreed upon by him and the institution.

This provision for indefinite tenure is an arrangement which is justified by the above considerations and by its fruits in practice. It is not an absolute guarantee either of freedom or its right use. It may lead to difficulties when professors do not fulfill expectations and cling to positions which they are no longer fitted to fill in an adequate way.

Faculties should seek ways to insure so far as possible that the privilege tenure grants will not be abused, or result in damage to the function and efficiency of the institutions.

C. Accepted practice

1. The precise terms and conditions of every appointment (including any limitation on academic freedom that may exist for any reason whatsoever) should be stated in writing and be in the possession of both the institution and the teacher at the time the appointment is made.
2. After appointment to full-time faculty membership the probationary period should not exceed the agreed upon maximum adopted by the school.
 - a. This period should not exceed seven years in the same institution.¹ If, however, after a probationary period of more than three years in one or more institutions a teacher is

¹ For this view see the work of the joint committee representing the American Association of University Professors and the Association of American Colleges published in the *Bulletin of the AAUP*, XLV, 1 (Spring, 1959), 107-114.

Some theological schools hold this period to be too short to discover whether a person is sufficiently adequate for the theological disciplines to receive indefinite tenure and lean toward a ten year maximum probationary period or toward making the decision respecting tenure prior to the age of forty-five years.

called to another school, it may be agreed in writing that his new appointment is for a probationary period of not more than four years.

b. Whatever the specified number of years may be, the plan should be clearly understood and should provide a definite safeguard against any situation in which a teacher is kept on indefinitely without tenure and without knowledge of what his prospects are in relation to the school.

c. At least six months prior to the expiration of the last year of the probationary period, notice should be given whether or not the teacher is to be continued in service.

3. Termination of membership in a faculty may be by—

a. Expiration of a term appointment;

b. Dismissal for adequate cause, in which case standards are set down in Section IV of this paper;

c. Resignation, in which case Section I of the AATS document entitled, "Institutional Procedures with Respect to Faculty Resignations, Leaves, and Retirement," provides standards for faculty members and administrative officers;

d. Retirement, in which case Section III of the AATS document entitled, "Institutional Procedures with Respect to Faculty Resignations, Leaves, and Retirement," may serve to indicate standards.

IV. *Dismissals*

A. Principles

1. Grounds for dismissal should be stated in the conditions of faculty employment and clearly understood. These should include incompetence, moral delinquency, and failure properly to perform duties.

2. Dismissal procedures should be clearly stated and rigorously observed. In the hearings involved in these procedures there should be representatives of the peers and colleagues of the professor involved.

B. Suggested procedures: When all personal attempts at negotiation and reconciliation between the administration and faculty member(s) as parts of a Christian fellowship have failed, the welfare of the school and faculty may require the putting into use of clearly defined dismissal proceedings. The following description of proceedings is meant to be suggestive for such definition. Acceptable procedures should provide for—

1. Informal inquiry and counsel by a committee chosen by the faculty.

2. When informal efforts have failed, a clear statement of grounds for removal submitted to the person under notice of dismissal.
3. Hearing by a committee which includes adequate representation by the faculty in one of two ways—
 - a. A committee of the faculty acting as a fact-finding body, or
 - b. A joint committee of trustees and faculty acting as a fact-finding body.
4. Permission for the person under notice of dismissal to continue his duties until proceedings are complete unless immediate harm to himself or others is threatened by his continuance. Any suspension should be with pay.
5. Normally a theological seminary will feel an obligation to continue a professor's salary up to one year after dismissal where there is a clear case of need.

APPENDIX

The following lines of procedure are suggested and are based upon the work of the joint committee from the American Association of University Professors and the Association of American Colleges.¹ Procedures should include—

1. Hearing by the committee comprised in such manner as to include adequate representation by faculty after sufficient time for preparation of defense.
 - a. This hearing committee to examine the stated grounds for dismissal, the written defense by the person under notice of dismissal, and the testimony of witnesses if facts are in dispute.
 - b. The person under notice of dismissal to have option of assistance by counsel, the aid of the committee in securing witnesses, the right to be confronted by all adverse witnesses or where this is impossible, to know the identity of such witnesses.
 - c. Both the administrator and the person under notice of dismissal or their representatives to be given opportunity for presenting briefs and arguing the case orally before the committee.
 - d. Stenographic records to be made of the hearing and to be available to both parties.
2. Preparation of hearing committee findings regarding each ground proposed for dismissal and conveyance of its findings to the president and to the person under notice of dismissal.

¹ *Bulletin of the AAUP*, XLIV, 1, (Spring, 1958), 270-274.

3. Conveyance of transcription of the hearing with the committee findings by the president to the governing body which normally would be expected to act upon the basis of the committee's findings.
4. If governing body chooses to review the case, its review to be based on the record of the previous hearing accompanied by argument by the principals.
5. Avoidance of public statements by either the administration or the person under notice of dismissal until the proceedings are complete. Inclusion of a statement of the hearing committee's original findings, if these have not previously been made known, in the announcement of the governing body's decision.

INSTITUTIONAL PROCEDURES: FACULTY RESIGNATIONS, LEAVES, AND RETIREMENTS*

I. Resignations¹

A. Principles

1. Sufficient time should always be allowed in a resignation so that the academic program of the school does not suffer unduly.
2. Proposals leading to resignations should be carried on sufficiently in the open so that the school from which the resignation is made may have an opportunity to enter into the conversations.

B. Acceptable Practice

1. The minimum length of notice by a professor or an associate professor should be six months; by an assistant or instructor, three months. (Considering the restricted supply, a year may be fairer.)
2. In offering appointments to faculty personnel in other institutions:
 - a. Informal inquiry as to whether a teacher would be willing to consider transfer under specified conditions is appropriate at any time.
 - b. Such inquiry should be accompanied by notice to the administrator that preliminary conversation is being carried on with a member of his faculty.

II. Sabbatical Leaves

A. Principles

1. A school is responsible for making provision of time and support for the continued intellectual and spiritual growth of faculty members.
2. A teacher is responsible for taking and using to the utmost opportunities for intellectual and spiritual growth which are provided.

B. Recommended practice

1. A sabbatical leave should be provided for each member of the faculty on indefinite tenure at least after each six years of

* This document is in process of revision to conform to the constitutional provision for membership by Jewish theological schools.

¹ This statement is adapted in part from the "Statement Concerning Resignations, 1929" of the American Association of University Professors published in the *Bulletin of the AAUP*, XLV, 1, (Spring, 1959) 111-112.

service in a school, provided that he plans to make use of this in line with the conditions suggested below. Some schools currently provide one-half year leave after three years of full-time teaching.

2. The minimum length of such leave with full salary should be one quarter or semester plus a summer; but where a longer leave seems desirable salary adjustments should be arrived at through conference.

3. Sabbatical leave should be conceived of by the teacher and the administration as a time for deeper study, research, or writing. Where possible, location in another center of learning will add breadth to the point of view.

4. Normally the teacher will promise to return to the school which has granted the sabbatical leave and to remain at the school for a minimum of one year after the leave.

III. *Retirement*¹

A. Principles

1. The policy of a school regarding retirement "should be such as to increase effectiveness of its services as an educational institution."

2. "The policy and plan should be such as to attract individuals of the highest abilities to educational work, to increase the morale of the faculty, to permit faculty members with singleness of purpose to devote their energies to serving their institution, and to make it possible in a socially acceptable manner to discontinue the services of members of the faculty when their usefulness is undermined by age."

B. Recommended practice

1. "The retirement policy and annuity plan of an institution should be clearly defined and be well understood by both the faculty and the administration of the institution."

2. "The institution should have a fixed and relatively late retirement age, the same for teachers and administrators."

a. Fixed retirement age is usually from 65 to 70 under present circumstances.

b. Involuntary retirement before the fixed age should in all cases be considered by a joint faculty-administration committee.

3. The institution should provide for a system of retirement annuities. Such a system should—

¹ Ibid., 113-114.

- a. Be financed by contributions made during the period of active service by the individual and the institution. (Some schools have their faculty in ministerial pension systems and within such pay the total cost.)
- b. In a denominational school offer no less than is provided within the ministers' pension system of the denomination.
- "c. Be planned to provide under normal circumstances for a retirement life annuity of approximately 50% of the average salary over the last 10 years of service, if retirement is at 70, and a somewhat higher percentage if the fixed retirement age is younger. (It is understood that the amount of the available joint life annuity on life of husband and wife would be somewhat less.)" Teachers who move to a different faculty at an age nearing retirement cannot expect the institution to assume the full burden of a pension at the suggested rate.
- "d. Insure that the full amount of the individual's and institution's contribution, with the accumulations thereon, be vested in the individual, available as a benefit in case of death while in service, and with no forfeiture in case of withdrawal or dismissal from the institution.
- "e. Be such that the individual may not withdraw his equity in cash but only in the form of an annuity. (To avoid administrative expense, exception might be made for very small accumulations in an inactive account.) Except when small, death benefits to a widow should be paid in the form of an annuity. Death benefits to other beneficiaries would normally be paid in cash unless provided to the contrary by the individual faculty member.
- "4. When a new retirement policy or annuity plan is initiated or an old one changed, reasonable provision either by special financial arrangements or by the gradual inauguration of the new plan should be made for those adversely affected."

PROFESSIONAL ETHICS FOR TEACHERS *

Even though theological teachers are known for their profession and teaching of religious faith, they are susceptible to the temptations common to all men and especially to those which are prominent in the academic setting. A high degree of Christian moral integrity is expected of them in consonance with their faith. By their actions and words they should demonstrate that the work of teaching or administering in a theological school is an authentic form of ministry, a true vocation to the service of God. In addition to the general expectation of moral character and virtue in a person who is called to teach in a seminary, there is still a manifest need for the definition of standards of excellence and rectitude with regard to this work.

The following propositions are proposed as an attempt to set forth such a definition. They are applicable in the main to full-time teachers on theological faculties. They presuppose the norms already accepted in the document on Academic Freedom and Tenure issued by the AATS in 1960.

SIX DIMENSIONS OF ETHICAL RESPONSIBILITY

I. *To One's Academic Specialty in Respect to the Intellectual Search for Truth and the Testing of It*

- (a) Distinguishing knowledge which can be universally demonstrated from convictions which come by faith and opinions which cannot be proven.
- (b) Maintaining intellectual honesty and encouraging it by personal example.
- (c) Refining of professional competence and skill throughout one's lifetime by keeping abreast of current thought and using all appropriate teaching methods, as well as wisely using weekends, summers, and sabbatical leaves.
- (d) Seeking supervision and expert counsel without losing one's own independence.
- (e) Not thinking of one's own specialty more highly than one ought to think: that is, regarding it, like all other parts of the theological curriculum, as indispensable but not all-inclusive, and not presuming to pose as an expert in all fields.
- (f) Maintaining a proper balance of working-time between research and class preparation, insofar as these may not always be identical.

* At the biennial meeting of the Association in Alexandria, Va., on June 9, 1966, the Association voted to receive the following document and make it available to the schools for their use.

This document is in process of revision to conform to the constitutional provision for membership by Jewish theological schools.

II. *To One's Students*

- (a) Giving adequate amount of time, attention, and energy to students.
- (b) Respecting the students' integrity and individuality as persons and helping them face personal problems.
- (c) Respecting students' religious faith and vocation, whether or not these agree with those of the professor himself.
- (d) Being concerned for the nurture and maturation of the student's motivation as a minister.
- (e) Remaining impartial towards one's students, avoiding both favoritism and hostility toward particular students, and avoiding preoccupation with "problem students" at the expense of others.
- (f) Avoiding extreme forms of permissiveness and authoritarianism in teaching and personal relations with students.
- (g) Reading and evaluating papers, theses, and examinations with care and constructive criticism.
- (h) Sharing decisions concerning the total academic and/or professional destiny of students with appropriate faculty colleagues and committees.
- (i) Protecting professional confidences and information that should remain the sole possession of the administration and faculty.

III. *To One's Academic Institution (Seminary, College, University) as a Community of Colleagues*

- (a) Accepting a fair share of teaching assignments in accord with agreed curricular policies.
- (b) Assuming a proper share—neither too little nor too much—of committee and administrative work.
- (c) Restraining personal ambition for advancement, promotion, or other preferment at the expense of a colleague's position; and also showing due concern for the personal interests of colleagues.
- (d) Respecting the academic specialties and viewpoints of colleagues while maintaining the right to disagree; refraining from disrespectful discussion of them in classrooms or elsewhere in the presence of students.
- (e) Showing due regard for those in administrative position and for their procedures and policies; expressing legitimate disagreements in an honest and open manner

without encouraging factionalism; willingly accepting supervision and helpful criticism.

(f) Abiding by all terms of a contract or agreement with the institution, as well as by faculty rules.

(g) Avoiding the misuse of the right of resignation by not indulging in threats thereof without real decision and consequent action; and by the same token, if an administrator, not threatening punitive or retaliatory action against faculty members.

(h) Deporting oneself in relation to persons outside the institution so as to bring credit, rather than disrepute, to the seminary; and not presuming to represent the mind of one's colleagues nor to involve them in controversies without prior consultation with them.

IV. *To the Kingdom of God, the Church, and One's Own Parish and Denomination*

(a) Maintaining the priority of one's ministry as a teacher in accord with the specifications of his own position; observing faithfully the regulations of one's denomination regarding ordination.

(b) Supporting one's own denomination and other churches, and refraining from falling into either cynicism or apathy towards them when expressing just criticism of their mistakes and failures.

(c) With respect to outside engagements and responsibilities, holding the factor of personal financial need in balance with that of one's duties to his institution, it being understood that the institution has a duty to the teacher to provide such adequate compensation that full-time service may justly be expected.

(d) Doing ecclesiastical work in such a way as to contribute to effective academic work and not to militate against it.

V. *To One's Social and Civic Community*

(a) Recognizing and (where possible) fulfilling one's responsibilities as a citizen in a democratic society.

(b) Relating where appropriate the values and insights of one's study, knowledge, and special talents to the well-being of society.

VI. *To One's Self as a Person*

(a) Not allowing the intellectual or functional elements of one's profession to hamper growth towards the wholeness of Christian life.

(b) Not allowing preoccupation with academic routine to hinder one's care for physical and mental fitness and social maturity.

(c) Fulfilling to the best of one's ability the responsibilities of family life.

POSSIBLE USES OF THIS DOCUMENT

1. As a self-study guide for faculty discussions in the development of a common ethical perspective.
2. As a guide to new professors for the formation of professional habits of teaching.
3. As a means of communication with boards of trustees and other responsible bodies of the constituency as to professors' self-expectations concerning their work.
4. As a supplement to the AATS document on Academic Freedom and Tenure, the aim of which is to discuss in detail the ethical responsibilities of professors.

V. THE 1970 BIENNIAL MEETING

PROGRAM

Community and Theological Education

TUESDAY, JUNE 16, 1970

4:00 p.m.	REGISTRATION
6:00 p.m.	DINNER
7:00 p.m.	CONSULTATION ON ACCREDITATION (for associate members)

WEDNESDAY, JUNE 17, 1970

8:00 a.m.	REGISTRATION	
8:30 a.m.	BREAKFAST	
9:00 a.m.	MORNING PRAYERS	President Michalson
9:15 a.m.	PRESIDENTIAL ADDRESS	President McKay
10:30 a.m.	COFFEE	
11:00 a.m.	BUSINESS AND REPORTS	
	Executive Committee	President McKay and the Committee
	Business transacted for the Association	
	Recommendations for action	
	Executive Director	Mr. Ziegler
	Introduction of Staff	
12:30 p.m.	LUNCH	
2:00- 4:30 p.m.	BUSINESS AND REPORTS	
	Commission on Accrediting	President Stitt and the Commission
	Treasurer	Dean Newberry
	Commission on Faculty Fellowships	Professor Johnston and the Commission
	Commission on Resources Planning	Dean Harrelson and the Commission
	Commission on Christian Education	President Heaton

Committee on Supervision in Field Education	Professor Colston, Dean Ault, and the Committee
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Committee on Financial Aid to Students	Mr. Broadwell
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6:00 p.m.	DINNER
7:45 p.m.	DISCUSSION GROUPS: Professional Doctorate
9:15 p.m.	PRESIDENTIAL RECEPTION

THURSDAY, JUNE 18, 1970

9:00 a.m.	MORNING PRAYERS	President Hill
9:15 a.m.	ANALYSIS OF THE CASE	Professor Campbell
10:00 a.m.	DISCUSSION GROUPS ON THE CASE	
11:00 a.m.	COFFEE	
11:30-12:30 p.m.	BUSINESS AND REPORTS	
	Report of Committee on Black Religious Experience in Theological Education	Mr. Rooks
	Fund for Theological Education	Messrs. Rooks and Martin
12:30 p.m.	LUNCH	
2:00 p.m.	REPORT ON "LEARNINGS" FROM THE CASE	
2:30- 4:30 p.m.	BUSINESS AND REPORTS	

Report on the Professional Doctorate as a First Theological Degree	Dean Stendahl and the Committee
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Report on Cooperative Enlistment Project	Messrs. Rasmussen and Lewis
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6:00 p.m.	DINNER
8:00 p.m.	BUSINESS OR OPEN

FRIDAY, JUNE 19, 1970

9:00 a.m.	MORNING PRAYERS	President James
9:15-10:30 a.m.	BUSINESS AND REPORTS	
	Election of officers	
	Executive Committee (supplementary report)	President McKay

Election of second
Associate Director

Adoption of 1970-71 and
1971-72 budgets

Election of Commission and
Committee members and
Association representatives

Department of the Ministry Mr. Biersdorf

National Catholic Educational Fr. Van Antwerp
Association—Seminary
Division

Social Security Mr. Fiori

Resolutions Committee Dean Jay

10:30 a.m.

COFFEE

11:00 a.m.

REFLECTIONS OF STUDENT PANEL

BUSINESS TO LUNCH

12:30 p.m.

LUNCH

1:30 p.m.

BUSINESS AND REPORTS

ADJOURNMENT

PARTICIPANTS IN THE PROGRAM

THOMAS C. CAMPBELL, Associate Professor of Practical Theology,
Yale University Divinity School

RICHARD A. HILL, President, Jesuit School of Theology at Berkeley

ALLIX B. JAMES, President, Virginia Union University

ARTHUR R. MCKAY, President, McCormick Theological Seminary

GORDON E. MICHALSON, President, School of Theology at Claremont

REGISTRATION

Representatives from Member Schools

Allen, Elliott B.	University of St. Michael's College
Allen, J. C. Michael	Berkeley Divinity School
Anderson, Charles S.	Luther Theological Seminary
Anderson, Glenn P.	North Park Seminary
Anderson, Philip A.	Chicago Theological Seminary
Archibald, Bryan F.	Northern Baptist Seminary
Arnott, Robert J.	School of Theology at Claremont
Ault, James M.	Drew University Theological School
Babbage, Stuart B.	Gordon-Conwell Theological Seminary
Baird, William	Brite Divinity School
Banks, Robert J.	St. John's Seminary, Brighton
Barrick, William E.	Union Theological Seminary, N.Y.
Bechtold, Paul I.	Catholic Theological Union
Becker, Edwin L.	Christian Theological Seminary
Bender, Ross T.	Goshen Biblical Seminary
Bender, T. W.	Eastern Baptist Seminary
Berquist, Millard J.	Midwestern Baptist Seminary
Binkley, Olin T.	Southeastern Baptist Seminary
Boberek, Aurelius	St. Meinrad School of Theology
Borchert, Gerald	North American Baptist Seminary
Brauer, Jerald C.	University of Chicago Divinity School
Brewer, Earl D. C.	Candler School of Theology
Broadwell, Robert E.	Union Theological Seminary, N.Y.
Bronson, Oswald P.	Interdenominational Theological Center
Brooks, Henry	United Theological Seminary
Brown, Frank R.	Hood Theological Seminary
Brown, Raymond B.	Southeastern Baptist Seminary
Brunett, Alex J.	St. John's Provincial Seminary
Buchner, Howard W.	Trinity College
Campbell, Robert C.	American Baptist Seminary of the West—Covina
Campbell, Thomas C.	Yale University Divinity School
Campbell, Thomas P.	Pontifical College Josephinum
Cherry, M. R.	Acadia Divinity College
Chong, Frank	Union Theological Seminary, N.Y.
Climenhaga, Arthur	Western Evangelical Seminary
Clymer, Wayne K.	Evangelical Theological Seminary
Coffey, C. Don	Erskine Theological Seminary
Come, Arnold B.	San Francisco Theological Seminary
Cooper, Charles M.	Pacific Lutheran Theological Seminary
Cooper, Wilmer A.	Earlham School of Religion

Copher, Charles B.	Interdenominational Theological Center
Corcoran, Harry T.	Jesuit School of Theology
Cranston, Earl	School of Theology at Claremont
Crowe, Frederick E.	Regis College
Cully, Kendig B.	New York Theological Seminary
Dede, John F.	St. Mary's Seminary, Baltimore
Devenny, Joseph A.	Weston College School of Theology
DeWolf, L. Harold	Wesley Theological Seminary
Dicharry, Warren F.	University of St. Thomas School of Theology
Dillenberger, John	Graduate Theological Union
Dunlap, E. Dale	Saint Paul School of Theology
Dunn, Van Bogard	Methodist Theological School
Dumm, Demetrius R.	St. Vincent Seminary
Dyer, George J.	St. Mary of the Lake Seminary
Eidenschink, John A.	St. John's University School of Divinity
Ernst, Albert C.	Notre Dame Seminary
Feinberg, Charles Lee	Talbot Theological Seminary
Fendt, Edward C.	Evangelical Lutheran Seminary
Fleming, Peter J.	Jesuit School of Theology
Flinn, Robert J.	Catholic Theological Union
Flynn, John M.	St. Mary's Seminary, Baltimore
Franke, Dennis J.	St. Patrick's Seminary
Fuller, Daniel P.	Fuller Theological Seminary
Gandy, Samuel L.	Howard University School of Religion
Gerkin, Charles V.	Candler School of Theology
Gessell, John M.	University of the South School of Theology
Gilbert, Edward J.	Mount Saint Alphonsus Seminary
Glasse, James D.	Lancaster Theological Seminary
Glebe, Delton J.	Waterloo Lutheran Seminary
Glomski, Edmund	Maryknoll Seminary
Gorman, John R.	St. Mary of the Lake Seminary
Graves, Allen W.	Southern Baptist Seminary
Graves, Harold K.	Golden Gate Baptist Seminary
Gray, Elmer	Golden Gate Baptist Seminary
Greathouse, William M.	Nazarene Theological Seminary
Groff, Warren F.	Bethany Theological Seminary
Grosser, Walter	Northern Baptist Seminary
Gulley, Jr., Frank	Vanderbilt University Divinity School
Gunnemann, Louis H.	United Theological Seminary of the Twin Cities
Guthrie, Harvey H.	Episcopal Theological School

Hammill, Richard	Seventh-day Adventist Theological Seminary
Hanrahan, T. James	University of St. Michael's College
Hansen, Olaf	Luther Theological Seminary
Harnish, J. Lester	Eastern Baptist Theological Seminary
Harr, Wilbur	Evangelical Theological Seminary
Harris, Charles U.	Seabury-Western Theological Seminary
Harvey, T. H.	Episcopal Seminary of the Southwest
Hay, J. Charles	Knox College
Hayes, Edward L.	Conservative Baptist Seminary
Healey, Robert M.	Dubuque Theological Seminary
Heaton, C. Adrian	American Baptist Seminary of the West
Heiges, Donald R.	Lutheran Seminary at Gettysburg Lutheran Seminary at Philadelphia
Herman, Stewart W.	Lutheran School of Theology at Chicago
Hickey, Handley A.	Payne Theological Seminary
Hill, Richard A.	Jesuit School of Theology
Hillmer, Melvyn R.	McMaster Divinity College
Holcomb, Walter L.	Boston University School of Theology
Holter, Don W.	Saint Paul School of Theology
Hubbard, David A.	Fuller Theological Seminary
Hull, William E.	Southern Baptist Seminary
Hunt, Leslie	Wycliffe College
Ingram, O. Kelly	Duke University Divinity School
Ingram, William T.	Memphis Theological Seminary
Jackson, Gordon E.	Pittsburgh Theological Seminary
James, Allix B.	Virginia Union University
Jamison, William G.	Dubuque Theological Seminary
Jay, C. Douglas	Emmanuel College
Jay, Eric G.	McGill University Faculty of Religious Studies
Johnson, Gordon G.	Bethel Theological Seminary
Johnson, Sherman E.	Church Divinity School of the Pacific
Jones, Jameson	Ilf School of Theology
Jones, M. J.	Interdenominational Theological Center
Joyce, J. Daniel	Phillips University Graduate Seminary
Kalland, Earl S.	Conservative Baptist Seminary
Kantzer, Kenneth S.	Trinity Evangelical Divinity School
Kern, Richard	Winebrenner Theological Seminary
Klassen, A. J.	Mennonite Brethren Biblical Seminary
Kline, C. Benton	Columbia Theological Seminary
Knecht, John R.	United Theological Seminary
Knutson, Kent S.	Wartburg Theological Seminary

Laney, James T.	Candler School of Theology
Laubenthal, Allan R.	St. Mary Seminary, Cleveland
Losh, Paul T.	Central Baptist Theological Seminary
Luebke, Martin	Concordia Theological Seminary
Luetkemeyer, Alexander	Immaculate Conception Seminary
Lundquist, Carl H.	Bethel Theological Seminary
Malone, Edward F.	Maryknoll Seminary
Martens, Elmer A.	Mennonite Brethren Biblical Seminary
McCord, James I.	Princeton Theological Seminary
McCormick, Myron	Washington Theological Coalition
McCormick, Patrick J.	St. Patrick's Seminary
McCrillis, Philip E.	St. Patrick's Seminary
McKay, Arthur R.	McCormick Theological Seminary
Michalson, Gordon E.	School of Theology at Claremont
Miller, Donald G.	Pittsburgh Theological Seminary
Morden, John G.	Huron College
Morrison, Clinton D.	Louisville Presbyterian Seminary
Morton, William H.	Midwestern Baptist Seminary
Mosteller, James D.	New Orleans Baptist Seminary
Muelder, Walter G.	Boston University School of Theology
Murdoch, W. G. C.	Seventh-day Adventist Theological Seminary
Murphy, David M.	St. Bernard's Seminary
Murphy, Michael J.	St. Mary Seminary, Cleveland
Murray, John P.	Mary Immaculate Seminary
Murray, Robert E.	Bellarmino School of Theology
Naylor, Robert E.	Southwestern Baptist Seminary
Nelson, C. Ellis	Union Theological Seminary, N.Y.
Newberry, Gene W.	Anderson College School of Theology
Nickle, Keith F.	St. Louis University School of Divinity
Norris, Beauford A.	Christian Theological Seminary
Northcutt, Jesse	Southwestern Baptist Seminary
O'Brien, Robert E.	Woodstock College
Oglesby, William B.	Union Theological Seminary in Virginia
Ordway, Robert K.	Missouri School of Religion
O'Rourke, Kevin D.	Aquinas Institute School of Theology
Osborn, Ronald E.	Christian Theological Seminary
Parres, Cecil L.	St. Thomas Theological Seminary
Parrott, Douglas	Graduate Theological Union
Parsons, Donald J.	Nashotah House
Patterson, W. Morgan	Southern Baptist Seminary
Peck, George W.	Andover Newton Theological School
Pellett, David	Christian Theological Seminary

Persich, Harold B.	St. Thomas Theological Seminary
Petersen, Lorman M.	Concordia Theological Seminary
Petticord, Paul P.	Western Evangelical Seminary
Pfeiffer, Robert F.	St. Mary Seminary, Cleveland
Pierce, Roderic H.	Bexley Hall
Porter, William	Pacific School of Religion
Quillian, Jr., Joseph D.	Perkins School of Theology
Reid, Richard	Protestant Episcopal Seminary in Virginia
Reist, Benjamin	San Francisco Theological Seminary
Repp, Arthur C.	Concordia Seminary
Richards, J. McDowell	Columbia Theological Seminary
Richter, James B.	Seminary of the Immaculate Conception
Ridder, Herman J.	Western Theological Seminary
Robinson, Paul M.	Bethany Theological Seminary
Rogness, Alvin N.	Luther Theological Seminary
Roop, Eugene	Earlham School of Religion
Rosscup, James E.	Talbot Theological Seminary
Sack, Nobel	Western Evangelical Seminary
Saunders, Ernest W.	Garrett Theological Seminary
Scanlan, Michael	St. Francis Seminary, Loretto
Scanlin, Harold H.	Evangelical Congregational School of Theology
Seats, Lavell	Midwestern Baptist Seminary
Shacklock, Floyd	Pacific School of Religion
Shaw, Mario R. W.	Catholic Seminary Foundation
Shultz, Joseph R.	Ashland Theological Seminary
Smith, Robert S.	Seminary of the Immaculate Conception
Soulen, Richard	Virginia Union University School of Religion
Stair, Jr., Fred R.	Union Theological Seminary in Virginia
Stanger, Frank B.	Asbury Theological Seminary
Stendahl, Krister	Harvard University Divinity School
Stevenson, Dwight	Lexington Theological Seminary
Stitt, David L.	Austin Presbyterian Seminary
Strong, Raymond L.	Evangelical Seminary of Puerto Rico
Switzer, David	Perkins School of Theology
Tensing, Robert H.	Mt. St. Mary's of the West
Thielen, T. T.	Pontifical College Josephinum
Thomas, Norman E.	New Brunswick Theological Seminary
Thomas, Robert L.	Talbot Theological Seminary
Thompson, Bard	Drew University Theological School
Thompson, Jr., Fred P.	Emmanuel School of Religion
Thompson, Thomas K.	Eden Theological Seminary

Toews, J. B.	Mennonite Brethren Biblical Seminary
Traina, Robert A.	Asbury Theological Seminary
Trotter, F. Thomas	School of Theology at Claremont
Tucker, William E.	Brite Divinity School
Vanderlip, George	Northern Baptist Seminary
Veninga, Frank	North American Baptist Seminary
Vincent, Robert G.	Notre Dame Seminary
von Rohr, John	Pacific School of Religion
Wagers, Herndon	Perkins School of Theology
Waltner, Erland	Mennonite Biblical Seminary
Watney, Douglas P.	Anglican Theological College of British Columbia
Webber, George W.	New York Theological Seminary
Weber, Thomas H.	St. Mary Seminary, Cleveland
Weinlick, John R.	Moravian Theological Seminary
Welsh, Thomas J.	St. Charles Borromeo Seminary
Welsh, W. A.	Lexington Theological Seminary
Wentz, Frederick K.	Hamma School of Theology
Wert, Newell	United Theological Seminary
White, Robert P.	Weston College School of Theology
Whittaker, Frederick W.	Bangor Theological Seminary
Williams, Colin W.	Yale University Divinity School
Williams, Prescott H.	Austin Presbyterian Seminary
Williams, Walter G.	Ilf School of Theology
Wilson, Reginald A.	Union College of British Columbia
Winkel, Thomas J.	St. Mary Seminary, Cleveland
Woods, Jr., Cecil	Protestant Episcopal Seminary in Virginia
Yoder, John H.	Goshen Biblical Seminary
Young, Fred	Central Baptist Theological Seminary
Zeidler, C. H.	Northwestern Lutheran Seminary
Zeller, Maurice S.	Mount Saint Alphonsus Seminary

GUESTS

Adrian, Victor	Mennonite Brethren Bible College
Allen, Jr., Yorke	Sealantic Fund, Inc.
Barrett, George W.	San Francisco Consulting Organization
Biersdorf, John E.	National Council of Churches
Blakemore, W. B.	Disciples House
Brandenburg, E. Craig	General Board of Education United Methodist Church
Bryan, Philip R.	Baptist Missionary Association Seminary
Campbell, Donald K.	Dallas Theological Seminary
De Young, James C.	Reformed Theological Seminary

Evans, Joseph H.	United Church of Christ
Ferguson, Robert	Oblate College of the Southwest
Gregson, John W.	Baptist Missionary Association Seminary
Hall, Charles E.	Association for Clinical Pastoral Education
Herb, Donald W.	Division of Educational Services Lutheran Council, USA
Hibbits, John B.	University of King's College Divinity School
Himbury, Mervyn	Whitley College, University of Melbourne
Johnson, Gilbert H.	Christian and Missionary Alliance
Larsen, William	Board of Theological Education American Lutheran Church
Leach, Donn A.	Lincoln Christian Seminary
Leavenworth, J. Lynn	Department of Theological Education American Baptist Convention
Lewis, Douglass	National Council of Churches
Likins, William H.	Department of Ministry United Methodist Church
Martin, Robert	The Fund for Theological Education
Maus, Cyrin	St. Leonard College
McCulloh, Gerald O.	Department of the Ministry United Methodist Church
Meinert, Charles	New York State Division of Higher Education
Miller, William L.	Board of Higher Education Disciples of Christ
O'Mara, John A.	St. Augustine's Seminary
Peterman, Glen O.	Academy of Parish Clergy
Rasmussen, Robert D.	Department of Theological Education American Baptist Convention
Rising, Richard L.	Episcopal Board of Theological Education
Rooks, C. Shelby	The Fund for Theological Education
Ryan, Patrick J.	St. Paul Seminary
Sherrell, Richard E.	National Council of Churches
Simpfendoerfer, Werner	World Council of Churches
Thorp, Almus M.	Episcopal Board of Theological Education
Wagoner, Walter D.	Boston Theological Institute
Welch, Claude	University of Pennsylvania
West, W. B.	Harding Graduate School of Religion
Wilke, Harold H.	Council for Church and Ministry United Church of Christ

MINUTES OF MEETING

June 17-19, 1970

School of Theology at Claremont, California

Wednesday, June 17, 1970

Following prayer and greetings from the host school by Dean F. Thomas Trotter, President Arthur R. McKay delivered the presidential address entitled, "Some Deliberately Immoderate Observations on Theological Education."

A telegram of greetings from Charles L. Taylor was read.

The President appointed a resolutions committee consisting of Dean Eric G. Jay, chairman, President Wayne K. Clymer, and President Richard A. Hill.

Dr. Werner Simpfendoerfer of the World Council of Churches and Dr. Mervin Himbury of the Australia-New Zealand Association of Theological Schools were introduced.

Executive Committee Report (see pp. 111-124)

Vice-president Oswald P. Bronson presided while President McKay reported for the Executive Committee.

Voted: To confirm for the record mail ballots accepting schools recommended by the committee for associate membership during the biennium.

Earlham School of Religion, Richmond, Indiana

Holy Name College, Washington, D. C.

Mary Immaculate Seminary, Northampton, Pennsylvania

St. Charles Borromeo Seminary, Overbrook, Pennsylvania

St. Joseph's Seminary, Dunwoodie, Yonkers, New York

St. Louis University School of Divinity, St. Louis, Missouri

St. Mary Seminary, Cleveland, Ohio

St. Maur's Seminary, Indianapolis, Indiana

Sulpician Seminary of the Northwest, Kenmore, Washington

Catholic Theological Union, Chicago, Illinois
 Mt. St. Mary's Seminary of the West, Cincinnati, Ohio
 Pope John XXIII National Seminary, Weston, Massachusetts
 St. Francis Seminary, Loretto, Pennsylvania
 St. Francis Seminary, Milwaukee, Wisconsin
 St. John Vianney Seminary, East Aurora, New York
 University of St. Michael's College, Faculty of Theology,
 Toronto, Ontario, Canada
 St. Patrick's Seminary—Theologate, Menlo Park, California
 Seminary of the Immaculate Conception, Huntington,
 L.I., New York
 Washington Theological Coalition, Washington, D.C.
 Emmanuel School of Religion, Milligan College, Tennessee
 Evangelical Congregational School of Theology, Myerstown, Pennsylvania
 Mennonite Brethren Biblical Seminary, Fresno, California
 Mount Angel Seminary, St. Benedict, Oregon
 St. Mary of the Lake Seminary, Mundelein, Illinois
 University of St. Thomas School of Theology, Houston, Texas

Appointed: Tellers— Maurice S. Zeller, Handley A. Hickey, J. Charles Hay, Joseph R. Schultz, and Thomas H. Weber.

Voted: To admit as associate members the following seminaries on recommendation of the Executive Committee to this meeting:

Immaculate Conception Seminary, Darlington, New Jersey
 Oblate College of the Southwest, San Antonio, Texas
 Reformed Theological Seminary, Jackson, Mississippi
 St. Leonard College, Dayton, Ohio
 St. Augustine's Seminary, Scarborough, Ont., Canada

During the discussion, questions regarding the admissions policy of Reformed Seminary were raised. It was VOTED to permit Dean J. C. DeYoung to describe the admissions policy of the school with regard to the admission or exclusion of students on the basis of race.

The President introduced representatives of the newly elected associate member schools.

Voted: To endorse the 1940 Statement of Principles on Academic Freedom and Tenure of the AAUP.

Voted: To adopt the schedule for future biennial meetings, as follows:

1972—Twin Cities	1978—Toronto
1974—Atlanta	1980—New Orleans
1976—Boston	

Voted: To discontinue the Commission on Christian Education.

Voted: To discontinue the Committee on Supervision and Field Education.

Voted: To establish a Commission on Educational Strategy and Planning.

Voted: To continue for the biennium, 1970-72, a Committee on the Black Experience and Theological Education to be composed of three Black faculty, three administrators, and three students.

Voted: To appoint a committee to revise standards and procedures for accrediting during the next biennium and to ask the Executive Committee to function in nominating members for it.

Voted: To ask the Executive Director to poll the schools again and on the basis of the results to fix a date for the next biennial meeting of the Association.

Voted: That the Executive Committee set a cutoff date for the acceptance of applications for associate membership so that member schools may have in advance of the biennial meeting of the Asso-

ciation the names and qualifications of the schools seeking associate membership.

Voted: To amend the Constitution, Article V, Section 1, Paragraph (c), so as to read, "(c) The Treasurer, subject to such regulations as may be prescribed by the Executive Committee, shall have oversight of the Association's funds and securities. He shall establish procedures with the Executive Director on advice of the auditors such that all receipts, investments, and disbursements are made according to policies set by the Executive Committee. He shall work with the Executive Director in the preparation of the annual and biennial budgets and shall present the budget for the ensuing biennium as approved by the Executive Committee for adoption by the Association at its biennial meeting."

Voted: To amend the Constitution, Article VI, the first sentence so as to read, "At the biennial meeting of the Association at which this Constitution is adopted, the representatives present and voting shall elect nine persons who, with the elected officers specified in Article V., Section 1 (a) above, and with the immediate past president of the Association, shall constitute an Executive Committee, and shall hold office until their successors are elected and qualify."

A text of a revision to the Constitution, Article III, Section 1, as reported in the May call to the meeting, was distributed for later discussion.

1. NATURE OF MEMBERSHIP. The American Association of Theological Schools, Inc., ACCEPTS INTO ITS MEMBERSHIP (a) QUALIFIED SCHOOLS engaged, predominantly at the postcollege level, in educating PROFESSIONAL LEADERSHIP OF RELIGIOUS GROUPS HAVING THEIR HISTORICAL ROOTAGE IN THE HEBREW AND CHRISTIAN SCRIPTURES; or (b) QUALIFIED INSTITUTIONS IF ACCREDITED BY A REGIONAL ASSOCIATION, WHICH OFFER POSTCOLLEGE PROGRAMS DESIGNED FOR EDU-

CATING SUCH LEADERSHIP which have been elected in accordance with the procedures stipulated in section 2. below.

The Executive Director was presented by the President. Dr. Ziegler in turn introduced with appropriate remarks the members of the staff present, Dr. Schuller, Mrs. Thompson, Mrs. Bookwalter, Mr. Rising.

The meeting recessed for lunch.

The President moved that the amendment to the Constitution regarding nature of membership proposed in the May call to the meeting be adopted. Discussion on the motion then proceeded.

Voted: To table the motion to amend the Constitution.

Voted: To lift the motion to amend the Constitution from the table.

There was a motion properly supported to recommit the Constitutional amendment to the Executive Committee.

Voted: To substitute for the previous motion a motion to allow up to thirty minutes for discussion before recommitting.

Voted: The substitute motion.

Voted: To amend the motion to recommit with an expression that it is the desire of this body to make it possible to admit Jewish theological schools into the Association.

Voted: The amended motion.

Voted: To confirm the election of Marvin J. Taylor as Associate Director, effective August 1, 1970.

Voted: To confirm the appointment of C. Shelby Rooks as consultant on the black religious experience, on a part-time basis, effective July 1, 1970.

Dr. Taylor and Dr. Rooks were introduced by Dr. Ziegler.

Commission on Accrediting Report (see pp. 139-148)

President David L. Stitt reported for the Commission.

Voted: To confirm mail ballots electing accredited members during the biennium.

Aquinas Institute School of Theology, N10.1, 10.3, 12.1, 12.8

Ashland Theological Seminary, N1.6, 3.3, 4.2 (Provisional accreditation until December 1971)

Graduate Theological Union

Northern Baptist Theological Seminary, N4.5

St. Meinrad School of Theology, N9.2

St. John's University School of Divinity (Collegeville)

The accreditation of Gordon Divinity School was confirmed under its new title as the Gordon-Conwell Theological Seminary. The Commission requested the school to complete a self-study during 1970.

Dean Harvey H. Guthrie presented the subcommittee report on "Criteria of Approval for Clusters." The following amendments were proposed and adopted:

- a. Introduction: Change "standards" to "criteria" in each of the three paragraphs;
- b. In the third paragraph of section 2, last sentence, change "actual" to "reciprocal," change "into and out" to "between.";
- c. In section 9, last sentence change "Full accreditation" to "Approval";
- d. In section 11 change "accredited" to "approved."

Voted: To adopt the report as amended during the discussion (see pp. 22-26)

Voted: To accredit the following seminaries as recommended by the Commission on Accrediting to this meeting:

Pontifical College Josephinum, Worthington, Ohio

Regis College, Willowdale, Ont., Canada

St. Charles Borromeo Seminary, Overbrook, Philadelphia, Pennsylvania, with N3.3 and N4.3

St. John's Seminary School of Theology, Brighton, Massachusetts

St. Thomas Seminary, Denver, Colorado

Seventh-day Adventist Theological Seminary, Berrien Springs, Michigan, with N4.7.

Voted: To receive the report in its entirety expressing appreciation of the Association to Dr. Stitt and the members of the Commission.

Committee on Student Financial Aid Report (see pp. 179-183)

Mr. Robert E. Broadwell presented the report of the Joint Committee on Student Financial Aid.

Voted: The recommended revision of principle 1 to read,

The primary purpose of financial aid for theological students is to assist in their educational preparation for ministry, by providing aid to those students who demonstrate financial need.

Voted: The recommendation of the approval of a statement of common terminology.

Voted: To refer the recommendation of the feasibility of considering as one of the requirements for AATS accreditation the basic premise of the principles of student financial aid to the Committee to Revise Standards and Procedures for Accrediting.

Voted: To receive the entire report.

Voted: To extend the session until 5:00 p.m.

Commission on Faculty Fellowships Report (see pp. 166-167)

Dr. David S. Schuller presented the report for the Commission and introduced Mr. Yorke Allen, representing The Sealantic Fund, Inc.

Voted: To receive the report.

Treasurer's Report (see pp. 148-165)

Dean Gene W. Newberry presented the report.

Voted: To receive the report and approve the recommendation of the Executive Committee regarding Section V, DUES AND FEES, in the by-laws of the Association.

The meeting adjourned for dinner, small group discussions on the professional doctorate, and reception of delegates by President and Mrs. Gordon E. Michalson.

Thursday, June 18, 1970

Professor Thomas C. Campbell presented an analysis of the case prepared for the meeting, following which small groups met to discuss the issues.

Committee Report on Black Experience (see pp. 183-185)

Dr. C. Shelby Rooks reported for the Committee.

Voted: To receive the report and adopt the recommendation that the AATS reaffirm its support of the Committee, and that the Executive Committee be given the authority to reappoint or modify the membership thereof for the next biennium.

Fund for Theological Education

Mr. Rooks introduced the Associate Director, Mr. Robert W. Martin, who gave the report.

Voted: To receive the report and express the appreciation of the Association for the contribution the Fund has made to the enterprise.

The Association adjourned for lunch at 12:15 p.m., reconvening at 2:00 p.m.

Professor Thomas C. Campbell presented learnings from the case.

President McKay expressed the Association's gratitude to Professor Campbell for his participation and expressed regret that due to a full agenda the Executive Committee was in session both last evening and this morning and was not present for Professor Campbell's presentation.

Committee Report on the Professional Doctorate (see pp. 186-193)

Dean Krister Stendahl reported for the committee and moved the report be received and the recommendations be adopted.

Voted: To amend the Provisional Guidelines, Recommendation I, A., 1. to read, "The D. Min. is thought of as a program with its own integrity,

built on the M.Div. degree or equivalent theological preparation."

Voted: To revise the last paragraph of Recommendation I, B., to read, "The level of academic and professional competence and not simply fixed time requirements should be determinative."

Voted: An amendment to the first sentence of Recommendation I to read, "We recommend that the Association recognize the right of member schools to move toward the establishment of programs for a professional doctorate (D. Min.). . . ."

Voted: To extend the session until 5:15.

Voted: To receive the report and adopt it as amended (see pp. 27-31).

President McKay expressed appreciation to the committee, the chairman, and to the Association for its thoughtful discussion of the report.

Resources Planning Commission Report (see pp. 167-174)

President John Dillenberger reported for the Commission.

Voted: To receive the report and direct it to the appropriate ecclesiastical bodies for information.

Commission on Christian Education Report (see pp. 174-175)

President C. Adrian Heaton reported for the Commission.

Voted: To receive the report.

Dr. Jesse H. Ziegler expressed appreciation to President Heaton and others who have served this Commission so faithfully.

Committee on Supervision and Field Education Report (see pp. 176-179)

Dean James M. Ault reported for the committee.

Voted: To receive the report.

The Association adjourned at 5:15 p.m.

Friday, June 19, 1970

Cooperative Enlistment Project

Dr. Robert Rasmussen introduced Dr. Douglass Lewis who reported for the project.

Voted: To receive the report.

Students

At this point a panel of five students, composed of Henry Brady and Frank Chong from Union Seminary in New York, Peter Fleming from the Jesuit School of Theology at Berkeley, Charles Long from American Baptist Seminary in Covina, and Thomas J. Winkel, from St. Mary Seminary in Cleveland, who had been present throughout the sessions, presented their impressions. They presented the following resolutions:

Whereas, the styles of theological education take new forms to meet new needs, and

Whereas, the present political situation in the U.S. demands our immediate and sustained attention, and

Whereas, the term of many elected officials will expire in the Fall of 1970, and

Whereas, we believe that at this juncture in history the most appropriate response to social change is through the electoral process, and

Whereas, we believe that we (the AATS) have the responsibility to enable faculty, students, administrators, and staff members to work for change through nonviolent established political means,

Therefore: Be it resolved that the AATS strongly recommends that its member schools in the United States, rearrange their Fall schedules in order that their faculty, students, administrators, and staff members may take part in election activities at least ten days prior to and including election day (November 3, 1970);

Be it resolved that: Each accredited member of the AATS and each associate member of the AATS send at least one theological student to all biennial and called meetings of the AATS;

(It is assumed that member schools will underwrite the cost of attendance.)

Be it resolved that: At least one theological student from an accredited institution be elected to the Executive Committee, the Commission on Accrediting, other commissions and committees. These members shall have all powers of voice and vote and shall be nominated by the usual established procedure.

A motion to adopt a resolution for rearranging fall schedules of schools was lost.

Voted: That the resolution calling for student participation in all biennial and called meetings of the AATS be referred to the Executive Committee.

It was moved and properly supported to refer the final resolution to the Executive Committee.

Voted: To amend the resolution to refer with recommendation for approval membership of a student from an accredited school to the Executive Committee, Commission on Accrediting, and other committees and commissions with voice and vote.

Voted: The original motion as amended without dissent.

Voted: That the AATS refer to the Executive Committee with its approval the concern that in like manner provision be made for the inclusion of students of associate member schools to the Executive Committee, Commission on Accrediting, and other committees and commissions with voice and vote.

Nominating Committee Report

President James I. McCord read the slate of nominees.

President: Allix B. James

Vice-President: Arthur C. Repp

Secretary: John R. Gorman

Treasurer: Henry W. Brooks

Executive Committee

Class of 1974

John Dillenger

Class of 1976

Robert C. Campbell

Joseph D. Quillian, Jr.

Samuel J. Wylie

Voted: That nominations be closed and the secretary be instructed to cast a unanimous ballot on behalf of the Association.

Schedule for Biennial Meeting

Voted: That the schedule for the biennial meeting with agenda be sent to the schools at least three weeks prior to the time of the meeting.

Social Security

A local representative of the Social Security branch of the Department of Health, Education, and Welfare presented a report to the Association.

Vice-President Bronson presided while President McKay submitted a supplement to the report of the Executive Committee.

Executive Committee Supplementary Report (see pp. 121-124)

Voted: The adoption of the revision of Section IV, Procedures Related to Membership.

IV. *Appeals: The Board of Review*

- A. Purpose: to hear appeals concerning actions of Commissions, OFFICERS, OR AGENCIES OF THE ASSOCIATION. NORMALLY, APPEALS WILL BE HEARD ONLY OF ACTIONS DEALING WITH DENIAL OF ACCREDITATION, THE PLACEMENT OF A SCHOOL ON PROBATION, OR WITHDRAWAL OF ACCREDITATION.

B. PROCEDURE: APPEAL OF AN ACTION SHOULD BE ADDRESSED TO THE EXECUTIVE DIRECTOR FOR THE EXECUTIVE COMMITTEE AND SHOULD INCLUDE SUCH SUPPORTING DOCUMENTS AS THE SCHOOL MAY WISH TO PRESENT.

C. Possible action:

1. IN MATTERS OF ACCREDITATION, to uphold the decision of the Commission on Accrediting; OR to remit the matter to the Commission for further consideration.
2. IN ALL OTHER MATTERS, TO MAKE FINAL DISPOSITION.

Voted: To receive and approve the action regarding the Committee on Black Religious Experience. This action includes (1) redefinition of committee function to serve as partner in identifying funding sources and helping centers secure funds; (2) approval of program of instigating discussions re Black studies, making contact with new sources of funding, developing basic research data, and beginning bibliographic data; (3) addition of a full-time staff officer to work in this field for a minimum of three years, beginning 1971-72; (4) employment of a consultant in fund raising; (5) approval of seeking foundation support for those enterprises not already funded; and (6) establishment of a \$10,000 account from the Mellon grant to cover items authorized but not budgeted.

Received the report on the Task Force on Spiritual Formation for information.

Voted: Removal of Johnson C. Smith School of Theology from the associate member list.

Voted: To receive and approve the report of the allocations under the Mellon grant.

Voted: To receive the report regarding negotiation with regional accrediting associations for information.

Voted: To receive the report of the Committee on Structure of the Association for information and to ask members to respond to the proposals for action at the end of the report (see pp. 115-120).

"PROPOSALS FOR ACTION

1. The Executive Committee recommends that the Executive Director be authorized to establish appropriate relationships with various agencies in anticipation of some future and not yet defined structure.
2. The Executive Committee invites discussion and guidance in order that it may present a report in 1972 that deals with the many challenging issues of purpose, program, and structure that the Association faces."

Voted: Approval for authorization to initiate a consultative forum on theological education.

Voted: The recommendation to appoint a representative to the Canadian Council for Supervised Pastoral Education.

Voted: To approve the action regarding a communication from the Association of Seminary Staff Officers, whereby it was referred to the staff for recommendations to Executive Committee.

Voted: To approve the recommendation of the Executive Committee to forward the concern of Article III, Section 1, (b), as published in the May call to the meeting and distributed in an earlier session (see p. 97) to the Committee on the Revision of Standards.

It was moved and properly supported that the Constitutional amendment Article III, Section 1, NATURE OF MEMBERSHIP before the Association is as presented in the April call to the meeting and in the report of the Executive Committee (see p. 113).

Voted: To amend the motion to allow the word Jewish to replace the word Hebrew.

Voted: To adopt the constitutional amendment Article III, Section 1, as amended.

Revision of Basic Documents

President Stitt submitted a revision of wording in procedures related to membership and standards for accrediting (see pp. 147-148).

Voted: The recommendation of the Commission on Accrediting for changes in procedure related to membership and the standards for accrediting as attached to the supplement to the report of the Commission on Accrediting.

President McKay submitted a notation for documents other than those concerning procedures related to membership and standards for accrediting to the effect that such documents are in process of revision for report to the 1972 meeting.

Voted: The adoption of the notation.

Budgets

President McKay submitted the budgets in behalf of Dean Newberry (see pp. 150-151).

Voted: The adoption of the proposed budgets for 1970-71 and 1971-72.

Executive Committee Nominations

Voted: To accept the nominees for membership on the Commission on Accrediting.

Voted: To accept the nominees for membership on and chairman of the Commission on Faculty Fellowships.

Voted: To accept the nominees for membership on and the chairman of the Resources Planning Commission.

Voted: To accept the nominees for membership on and chairman of the Commission on Educational Strategy and Planning.

Voted: To accept the nominees for membership on and chairman of the Committee on Revision of Standards and Procedures for Accrediting.

Voted: To accept the nominees for the Committee on Student Financial Aid.

Voted: To accept the nominees to the *Theological Education* Advisory Committee.

Voted: To accept the nominees for appointment to various committees and agencies.

Open Admission Policy on Race

Voted: The recommendations for favorable action referral to the Committee on Revision of Standards that one of the standards of the Association for membership be an open admission policy regarding race.

Reports

Voted: To receive the reports of the Department of Ministry, the NCCC, and the National Catholic Educational Association-Seminary Department as printed.

Resolutions Committee (see pp. 193-194)

Voted: To receive the report of the Resolutions Committee as read by Dean Jay.

President McKay introduced the President and Vice-President for the coming biennium and the meeting adjourned at 1:15 p.m. with benediction by President James.

FREDERICK W. WHITTAKER, *Secretary*

REPORT OF THE EXECUTIVE COMMITTEE

Primary Report

During the current biennium the Executive Committee has met three times: December 11-12, 1968; June 18-19, 1969; December 16-17, 1969. All meetings were held in the Association offices at Dayton. The Committee will meet again on June 16, 1970, in Claremont, California, and a supplementary report of that meeting will be made to the Association during the biennial meeting.

It is not possible within the limits of time and space to report on all the deliberations of the Executive Committee during the biennium. Much of what has been considered and done will be reflected in the reports of officers, committees, and commissions to be presented at this meeting. However, the following decisions and recommendations do need to be put before the Association at this time:

1. During the biennium the Executive Committee recommended to the Association the admission of the following schools to associate membership:

Earlham School of Religion, Richmond, Indiana

Holy Name College, Washington, D. C.

Mary Immaculate Seminary, Northampton, Pennsylvania

St. Charles Borromeo Seminary, Overbrook, Pennsylvania

St. Joseph's Seminary, Dunwoodie, Yonkers, New York

St. Louis University School of Divinity, St. Louis, Missouri

St. Mary Seminary, Cleveland, Ohio

St. Maur's Seminary, Indianapolis, Indiana

Sulpician Seminary of the Northwest, Kenmore, Washington

Catholic Theological Union, Chicago, Illinois

Mt. St. Mary's Seminary of the West, Cincinnati, Ohio

Pope John XXIII National Seminary, Weston, Massachusetts

St. Francis Seminary, Loretto, Pennsylvania

St. Francis Seminary, Milwaukee, Wisconsin

St. John Vianney Seminary, East Aurora, New York

University of St. Michael's College, Faculty of Theology,
Toronto, Ontario, Canada

St. Patrick's Seminary—Theologate, Menlo Park, California

Seminary of the Immaculate Conception, Huntington,
L.I., New York

Washington Theological Coalition, Washington, D.C.

Emmanuel School of Religion, Milligan College, Tennessee

Evangelical Congregational School of Theology, Myerstown, Pennsylvania

Mennonite Brethren Biblical Seminary, Fresno, California

Mount Angel Seminary, St. Benedict, Oregon

St. Mary of the Lake Seminary, Mundelein, Illinois

University of St. Thomas School of Theology, Houston, Texas

The member schools voted by mail ballot to accept the recommended schools into associate membership. It would be appropriate at this time *to confirm that action for the record by vote of the Association.*

2. By action of the Association at the 1968 biennial meeting, the Executive Committee polled the member schools to determine their preference concerning future meetings of the Association. A total of 124 replies came in, showing a strong preference for the continuance of biennial meetings. However, the member schools did not indicate a clear preference as to the time of year such meetings should be held. The Association is therefore requested at this time to express its judgment on the following question: *shall the meetings be held in June, or, if not, at what point between February 1 and June 1 would be most suitable?*

3. The Executive Committee recommends that the Association *endorse* as a further guideline on matters of academic freedom and tenure the 1940 Statement of Principles on Academic Freedom and Tenure of the AAUP, it being understood that, in the case of divergencies of policy and procedure as between the AATS Statement (*Bulletin* 28, June 1968, pp.60 ff.) and the AAUP Statement, the longer and fuller guidelines provided by the AATS Statement will obtain.

4. The Executive Committee recommends that the following amendments to the constitution be *adopted*:

a. Amend Article III, Section 1 as follows:

1. NATURE OF MEMBERSHIP. The American Association of Theological Schools, Inc., ACCEPTS INTO ITS MEMBERSHIP QUALIFIED SCHOOLS engaged, predominantly at the postcollege level, in educating PROFESSIONAL LEADERSHIP OF RELIGIOUS GROUPS HAVING THEIR HISTORICAL ROOTAGE IN THE HEBREW AND CHRISTIAN SCRIPTURES, which have been elected in accordance with the procedures stipulated in section 2, below.

b. Amend Article V, Section 1., Paragraph (c) as follows:

(c) The Treasurer, subject to such regulations as may be prescribed by the Executive Committee, shall have OVERSIGHT of the Association's funds and securities. HE SHALL ESTABLISH SUCH PROCEDURES WITH THE EXECUTIVE DIRECTOR ON ADVICE OF THE AUDITORS THAT ALL RECEIPTS, INVESTMENTS, AND DISBURSEMENTS ARE MADE ACCORDING TO POLICIES SET BY THE EXECUTIVE COMMITTEE. HE SHALL WORK WITH THE EXECUTIVE DIRECTOR IN THE PREPARATION OF THE ANNUAL AND BIENNIAL BUDGETS AND shall present the budget for the ensuing biennium as approved by the Executive Committee for adoption by the Association at its biennial meeting.

c. Amend Article VI, the first sentence as follows:

At the biennial meeting of the Association at which this constitution is adopted, the representatives present and voting shall elect nine persons who, with the elected officers specified in Article V., Section 1 (a) above, AND WITH THE IMMEDIATE PAST PRESIDENT OF THE ASSOCIATION, shall constitute an Executive Committee, and shall hold office until their successors are elected and qualify.

5. The Executive Committee recommends that the following schedule of dates and places for future biennial meetings be adopted:

1972—Twin Cities

1974—Atlanta

1976—Boston

1978—Toronto

1980—New Orleans

6. The Executive Committee recommends the *adoption* of the revision of Section IV of Procedures Related to Membership as proposed by the Commission on Accrediting.

7. The Executive Committee recommends that the Commission on Christian Education be *discontinued* as of June 1970, that the Association express appreciation to its members for their service, and that the concerns this commission dealt with be subsumed within the Commission on Accrediting, the proposed Commission on Educational Strategy and Planning (see 9. below), and the work of various professional associations and persons in the practical field.

8. The Executive Committee recommends that the Committee on Supervision in Field Education be discontinued as of June 1970, that the Association express appreciation to its members for their services, and that the concerns of this committee be subsumed within the proposed Commission on Educational Strategy and Planning (see 9. below).

9. The Executive Committee recommends that a Commission on Educational Strategy and Planning be *established* with specific responsibilities to carry forward investigations and dialogue in the areas of purpose, curriculum, and methods.

10. The Executive Committee recommends the *continuance* for the biennium, 1970-1972, of the Committee on the Black Experience and Theological Education.

11. The Executive Committee recommends that the President of the Association be *authorized* to appoint a committee to engage in the review of and to propose revisions of the standards.

These are troubled days for all of higher education, but they are also days of great promise. The enterprise of theological education needs to find a clear sense of direction as the shape and style of ministry undergoes revolutionary change. The Association affords a fellowship within which we may find strength for our common task.

Those of us who have served as your Executive Committee report our confidence in the leadership which the professional staff gives. They are men of competence and commitment. And they are backed by an office staff which exhibits remarkable loyalty and untiring willingness to serve.

*Report of the Committee on
Structure of the Association*

A subcommittee of the Executive Committee

The Committee to study the structure of AATS was appointed by the president on instruction of the Executive Committee in response to persistent questions that arise in all areas of the Association's concerns and work. The committee wishes to report some of the work that it has been doing and the direction of its thought during the last 18 months. At this time it has no recommendations to make for constitutional change but welcomes discussion of its proposed directions, the formal recommendations for which would in all probability be made to the meeting in 1972. Up to the present time the committee was deliberately kept small but made representative of the major commissions of the Association. It consulted with the Executive Committee in December 1969 and was asked to report in this form to the biennial meeting.

QUESTIONS CONSIDERED

Regarding the purposes of the Association

Such questions as the following have been considered:

1. Should the Association take more responsibility toward the shape of baccalaureate education for ministry by being more specific regarding prerequisites in liberal arts colleges and universities, the nature of college level work in Roman Catholic seminaries, or the acceptability of Bible college education?
2. Should we include in our purpose any attempt to shape the development of the teaching of religion in colleges and universities at the undergraduate level? at the graduate level?

3. Should our purpose be narrowed to include more specifically the education of people for vocations within the employment of the church?
4. Should our purpose be broadened to include the study of theology at all levels in all kinds of schools?
5. Should the continuing education (postordination) of the minister, whether in degree or nondegree programs, be included within the concern of the Association?
6. Should we be working at cooperative recruiting of students?
7. Should we be engaged in the raising of money for schools or clusters?
8. Should we concern ourselves about theological education in other parts of the world?
9. Should we attempt to lead or simply follow and publicize the development of cooperative relationships between theological education and other professional education?

Regarding Membership of the Association

Such questions as the following were raised and discussed :

1. Should membership depend on purpose (education for ministry) *and* level (postcollege) as at present?
2. Or should membership be conditional on purpose primarily; thus
 - a. providing continuing membership for B.D.-M.Div. granting institutions?
 - b. providing for membership of some kind for pre-B.D.-M.Div. programs; preseminary programs in college and university; Roman Catholic college level seminaries; Bible colleges?
 - c. providing for membership of some kind for institutions giving part of professional education for ministry; e.g. MUST, urban training centers, CPE centers, centers for study of the arts and theology, established internship programs, etc.?

- d. providing for membership of some kind for institutions engaged only in providing continuing education for ministers?
3. Should categories of membership be distinguished more precisely within the categories—
 - a. among accredited institutions
 - (1) Full B.D.-M.Div. schools
 - (a) capable of accreditation on their own,
 - (b) capable of accreditation only by cooperative structures;
 - (2) B.D.-M.Div. schools that give advanced work
 - (a) accreditable on their own for the entire program,
 - (b) accreditable on their own only for the B.D.-M.Div. program,
 - (c) accreditable only by way of cooperative structures;
 - (3) Special purpose institutions or programs
 - (a) institutes specializing in social change,
 - (b) CPE programs;
 - (4) Cooperative structures (clusters, consortia, etc.);
 - b. among nonaccredited institutions
 - (1) Institutions enjoying early recognition (HEW category of preaccreditation);
 - (2) Institutions that are in very early processes of accreditation;
 - (3) Schools very unlikely to achieve accreditation but granted a relationship to the AATS for counsel and conference?
4. Should some kind of membership be opened to graduate departments of religion?
5. Should some kind of membership be opened to denominational boards or councils of theological education?

Regarding Structure of the Association

The following questions were discussed regarding the organization of the Association itself to accomplish its purposes:

1. Should provision be made for different sections, houses, divisions within the Association; e.g., seminaries, action training centers, CPE centers, graduate departments of religion; or administrative officers, trustees, faculty, students, church theological education executives, etc.; or preseminary, seminary, continuing education?
2. Should representation on committees and commissions have any relation to size of denominational constituency of the school?
3. Should provision be made in the structure for any special needs of Canadian theological schools? If so, how?
4. Should provision be made for racial minority representation throughout the structure? If so, on what basis?
5. Should some structural provision be made to succeed the interseminary movement?
6. Should some judicial process be structured (other than through accrediting) for questions of claimed injustice toward administrative officers, faculty, or students?
7. Should provision be made for regional meetings on a regular basis?

GENERAL DIRECTIONS OF PROPOSED CHANGE

Regarding the Name of the Association

The committee believes that it may be necessary to change the name of the organization in such a way as to make the name itself more representative of the entire enterprise of theological education and not exclusively of seminaries or schools per se. Various options may present themselves that will meet these qualifications. One tentative suggestion for a name was the Theological Education Association, a name which would permit membership by entities other than schools.

Regarding the Purposes of the Association

The present statement of purpose would seem broad enough to take account of satisfactory answers to the various kinds of questions that face the Association. Especially the phrase "without limitation to the foregoing, to promote the improvement of theological education in such ways as it may deem appropriate. . ." would provide leeway for a broad understanding of purpose.

Regarding Membership in the Association

The committee will propose that membership in the Association shall be open to schools, agencies, or societies engaged predominantly at the postcollege level in education of professional leadership for church and synagogue. It will propose two classes of membership: (1) accredited or associate institutional membership which might be schools of theology, clusters of schools of theology, or university departments of religion meeting the requirements; and (2) agency membership open to associations, commissions, councils, or boards whose major purpose is to contribute to or participate in theological education for professional leadership in church and synagogue. It is proposed that all forms of membership shall have vote which will be related to size and strength of the member. Dues shall be paid by all members of the Association.

Regarding Meetings of the Association

The committee recognizes the need for various kinds of meetings which are not of a business nature but which help to stimulate excellence and develop consensus within the theological education community. For business meetings it will propose enlarging the number of members required for a quorum and that 70% of such quorum shall be representatives of accredited institutions.

Regarding Officers

Little change will be proposed in provision for elected officers of the Association except to bring the definition of the duties of the Treasurer in line with recommendations of auditors and of the Executive Committee. Actually this proposal regarding the Treasurer has been published in the

notice for this meeting and will be acted upon during these days.

Regarding the Executive Committee

The committee will propose an enlargement of the Executive Committee to make possible a fuller representation of the various interests and kinds of membership.

Regarding Relationships of Seminaries to Other Professional Schools

The committee will propose that each member school of the Association establish working relationships with the graduate professional schools in its immediate vicinity (if there are such schools) so that its theological programs are informed by, and inform, the work of the other professional programs of its area.

Regarding Relationships of Seminaries with Theological Schools Abroad

The committee will propose that each member school be encouraged to develop cooperative working relationships with at least one theological school in a cultural setting different from that of Western Europe, the British Isles, or North America. It believes that developments in the areas designated by the term "third world" are of special significance for theological education for ministry. It will propose the preparation and circulation of a list of theological schools in Eastern Europe, Asia, Africa, Latin America, and the Pacific countries from which each member would be invited to indicate the school with which it desires to develop a working relationship.

PROPOSALS FOR ACTION

1. The Executive Committee recommends that the Executive Director be authorized to establish appropriate relationships with various agencies in anticipation of some future and not yet defined structure.
2. The Executive Committee invites discussion and guidance in order that it may present a report in 1972 that deals with the many challenging issues of purpose, program, and structure that the Association faces.

Supplement to the Report

1. Revision of Procedures Related to Membership

The Executive Committee recommends to the Association that Section IV. Appeals: The Board of Review of the document entitled "Procedures Related to Membership" should be revised as follows:

IV. Appeals: The Board of Review

A. Purpose: to hear appeals concerning actions of Commissions, OFFICERS, OR AGENCIES OF THE ASSOCIATION. NORMALLY, APPEALS WILL BE HEARD ONLY OF ACTIONS DEALING WITH DENIAL OF ACCREDITATION, THE PLACEMENT OF A SCHOOL ON PROBATION, OR WITHDRAWAL OF ACCREDITATION.

B. PROCEDURE: APPEAL OF AN ACTION SHOULD BE ADDRESSED TO THE EXECUTIVE DIRECTOR FOR THE EXECUTIVE COMMITTEE AND SHOULD INCLUDE SUCH SUPPORTING DOCUMENTS AS THE SCHOOL MAY WISH TO PRESENT.

C. Possible action:

1. IN MATTERS OF ACCREDITATION, to uphold the decision of the Commission on Accrediting; OR to remit the matter to the Commission for further consideration.

2. IN ALL OTHER MATTERS, TO MAKE FINAL DISPOSITION.

2. Action Regarding Committee on Black Religious Experience

The Executive Committee approves a redefinition of the committee function in terms of a partnership with seminaries, clusters, and consortia in identifying funding sources and in helping these various centers to approach such sources or any others in their own behalf.

It approves a proposed program for 1970-71 including:

- (1) program for the next academic year. There are four major tasks that should be accomplished during the next academic year: (a) instigating discussions in major centers which do not now have comprehensive programs in Black studies; (b) making contact with new sources of funding; (c) developing certain basic research which can provide the factual background needed to approach funding sources; and (d) beginning development of bibliographic data. It is to be hoped that the Consultant in Black Studies already contracted for next year can engage in the supervision of all these areas.
- (2) addition of a full-time staff officer to work in this field for a minimum period of three years, beginning 1971-72.
- (3) employment of a part-time consultant in fund raising for this program.

(The Executive Committee will seek foundation funding to support those enterprises listed above not already funded. A \$10,000 discretionary account from the Mellon grant has been approved to cover items authorized but not budgeted.)

3. *Task Force on Spiritual Formation*

A report was received on the first meetings of this task force whose work will be completed during the coming biennium.

4. *Johnson C. Smith*

Removal of Johnson C. Smith School of Theology from the associate member list was authorized on information from the United Presbyterian Church, U.S.A., that their theological education in the Southeast will be carried on within the structure of the ITC.

5. *Mellon Grant Allocations*

Actions were taken distributing consultative assistance of approximately 600 days to various functional areas of

AATS work in behalf of the schools. Procedures were established for the allocation of consultant help to clusters and schools.

Because of the relatively small amount available for studies and research, it was agreed that these funds will be used for those projects initiated by the Executive Committee or staff holding promise of general value to the entire enterprise. Support will not be considered for studies primarily of local significance.

6. *Negotiation with Regional Accrediting Associations*

Following a report by the Executive Director on possible negotiation regarding mutual accreditation by AATS and regional accrediting agencies, approval was expressed for what has been done and for continued negotiation, with the understanding that the results of such negotiation are subject to the approval of the Association.

7. *Consultative Forum on Theological Education*

The Executive Director was authorized to initiate a consultative forum on theological education for the coming biennium to meet some of the needs for communication and consultation that exist and to provide a channel for responsible consultation between AATS and other agencies concerned with theological education.

8. *Constitutional Revision*

In view of the expressed desire of the Association to find a way to open the possibility of membership by Jewish schools, the Executive Committee proposes that the Association interpret the constitutional revision which is before it to be that contained in section 4.a., on page 5 in *Program and Reports*.

The Committee recommends the concern of the former section (b) be referred to the Committee to Revise Standards and Procedures for Accrediting.

9. *Canadian Council for Supervised Pastoral Education*

Responding to an invitation from the Council to appoint a representative to their board of directors, the Committee recommends the appointment of such a representative from

AATS and that the Council be invited to send a representative to appropriate meetings at which corresponding organizations in the U.S. are invited.

10. *Response to Seminary Staff Officers*

A communication was received from the Association of Seminary Staff Officers requesting that issues raised during their meeting be implemented by AATS and offering the resources, interest, and commitment of that association to help face and resolve the problems raised. The communication was received with appreciation and referred to the staff to propose recommendations to the December meeting of the Executive Committee.

11. *Open Admission Policy on Race*

The Committee recommends to the proposed committee on revision of standards for favorable consideration that an open admission policy regarding race become one of the standards for membership.

12. *Revision of Documents*

In view of the necessity for the revision of documents other than those pertaining to Procedures Related to Membership and Standards for Accrediting, a proper notation will be made on all such documents to indicate that revision is in process for report to the 1972 biennium.

ARTHUR R. MCKAY, *Chairman*

REPORT OF THE EXECUTIVE DIRECTOR

Theological education like all other education faces its most serious challenge. Can it be true to that which makes it theological making sure that its participants have a significant word to say and at the same time so reshape itself that it contributes to an understanding of this day which tries men's souls and the kind of ministry that is required for it? Upon an affirmative answer to that double-edged question hinges the future of the enterprise. This report of the Executive Director proposes to look first at the context within which ministry is carried on, then at some of the problems-opportunities for the Association, then a closer look at the vocation of the Association at such a time, and finally a word about my colleagues.

THE CONTEXT IN MINISTRY

Without a clear focus on the context within which ministry must be carried on in the 1970's, it is unlikely that theological education can be shaped to prepare the ministry which is needed. We have neither time nor ability for a complete analysis but only to pinpoint the dilemmas which the minister faces.

First, the minister is in a period when there is a widespread embrace of violence ostensibly to bring about the cessation of violence in Vietnam, by police and national guard, and by others. There is a strange failure to understand that resorting to violence to bring about change only stirs up greater violence leading to further escalation and wider participation in the violent activity. This will be an unfortunate time, indeed, for all of mankind if the voices of the ministry simply join with those who preach violence and justify that support theologically instead of finding their own model in the example and influence of Him who came to break down walls of partition, to reconcile men to each other, to show men ways of peace.

Second, the minister currently carries on his work in a time when in flight from the center people are pressing the poles so hard that there is threat of rending the total fabric of our society. One may be quite aware of the need

for strong, "prophetic," and even strident voices in the struggle for peace, justice, and those things which characterize a good society. Increasingly some of us believe, however, that the greatest need for ministry may well be the need for building bridges of understanding, for establishing demilitarized zones in human relationships, for broadening areas of agreement that can lead to peace. There is plenty of New Testament justification for ministers finding roles of reconciliation as over against those of revolution.

Third, the minister carries on his work in a time when there has been a too quick acceptance of the idea that each person should find and do his own thing with the assumption often being that it matters not a bit what my doing my thing does to you. One suspects that there is nothing but good to be said for the idea of all kinds of minority groups trying to discover and maintain their own identity and thus enrich the entire community. The acceptance of that right and the responsibility for maintenance of identity can be carried much too far. The Christian church has had a unifying effect among all kinds of people because it has said that in Jesus Christ there are neither Jews nor Greeks, neither bond nor free, but that we are all one. In our own time it has meant that established and free churches, high church and low church, anabaptists and pietists, Catholics and Protestants, black and white—all kinds of people have found a common life in Jesus Christ. Is it too much to hope that we can continue to prepare a ministry that will witness to the common life in Christ which can be found among various peoples who bring the riches of their own heritage?

Fourth, ministers go into churches where there exists deep and pervasive concern about the kind of ministry they can provide. I find in those churches, among good laymen who are deeply appreciative of the idealism represented by young people and by students, that there is a deep hunger for a ministry that will know the scripture and the one who inspired the writing of the scripture. They want their minister to know Him firsthand and not by hearsay. They would like to feel that their minister can bring the resources of scripture to an understanding of the problems of their day. They would like their minister to be able to help them to

pray when they find it difficult. They would like him to help to find the eternal when the foundations are crumbling. They would like, in their minister, to find love and compassion for all people—for Blacks, Indians, Mexican-Americans—with as much awareness as is possible of the terrible things that have been done to these people in this nation. They would also like their minister to have love and compassion for white people who are fearful, who want to change their own attitude but are torn as they attempt to do so, who feel threatened and vulnerable, who feel all the securities slipping away. Is it possible for us to develop ministers who have a whole new set of sensitivities, loves, and compassion, without losing the love and compassion which made for good pastors and shepherds in the past? I believe that it is, although it is difficult and there is a tendency to scorn one group of people with their needs as we develop understanding and compassion for another group with theirs.

PROBLEMS-OPPORTUNITIES IN THEOLOGICAL EDUCATION

It may seem like simply a truism to suggest that the problems with which theological education is beset represent the real opportunities for advance in our time. If it is, so be it, but we do well to look at the opportunity side.

Clearly we are going through an agony of soul-searching as we struggle with the redeployment of the resources at hand for theological education. One could only dimly foresee in 1966 the strains that would be developing ahead in providing high quality education with the limited resources available if schools attempted to do everything required by themselves. During the course of the resources planning study, between 1966 and 1968, some of the evidence became much clearer as a picture of technical bankruptcy of schools emerged. We have now watched the soul-searching and the agony of presidents and boards of trustees as they make careful assessment of resources against the costs of the kind of education that is required. It is not easy to come to the conclusion that a particular set of buildings and a plot of ground around which much sentiment has gathered can be surrendered in order to make wise and nonduplicative use of high cost faculty, library, and other educational

resources. Administrators and boards are continuing that struggle and in some cases are making the required adjustments while they are strong. How much better a stewardship of resources it seems to do strategic planning and make strategic moves before resources that have been given sacrificially are exhausted with no possibility remaining of a strong move which can be of benefit to all parties concerned. The redeployment of resources continues to be a major concern of the Association which we neither initiated nor promoted but in which we try to provide assistance as historical forces beyond our control affect the life of the institutions.

To maintain focus of purpose of a theological school is perhaps the most difficult task now. For the most part the schools holding membership in the Association were founded in order to prepare a gospel ministry for the churches. In some cases that purpose has been broadened to include religious educators for the church, church musicians, religious teachers for public education, professors of religion in colleges and universities, church social workers, administrators of church bureaucracies, etc. In more recent time, in order to find some of the most capable college students, people have been invited to the theological school to explore the possibility of ministry. Others have come because they have been seeking to find some meaning for life. It is reported that others have come to find a power base from which to work at renewal and change within the church and society. With all schools having a few of these varieties present and with some schools having all of them, it becomes increasingly difficult to maintain any focus of purpose of the school. When purpose becomes diffused curriculum and community life lose an integrating note. We are aware of the debate on this matter that goes on but suspect that where it is possible to bring to a very sharp focus the purpose of the school, education in all of its aspects in that school will be more meaningful to all concerned. The problem here invites hard and clear decisions which then can provide a basis for shaping the life of the school. Such decisions will affect admission policies, faculty appointments, book purchases, and every aspect of the life of the school. We suspect

that the most significant step in the life of many a theological school in the next two years will be the step of saying "this one thing we do."

The provision of an appropriate and adequate education for a significant number of Black men and women for the Christian ministry is one of the truly great opportunities facing theological education in the next two to five years. Because my colleague, Dr. Shelby Rooks, and his Committee on the Black Experience and Theological Education will be reporting later in this meeting and because we have just put in the mail to you the Spring issue of *Theological Education* and a special supplement on education for Black ministry, we will give no more time to this problem here. We earnestly believe that the investment of money and energy in the education of Black men and women, in ways for which they themselves will have to be the chief architects, will bring one of the most significant contributions to the overall enterprise in an entire generation. Already significant numbers of Black scholars are at work in the schools of this Association. Many more are needed now and the need in the churches of America which are predominantly Black has scarcely been touched. Serious attention has been given to this by the Executive Committee and will be in the session tomorrow in this Association.

Marked changes are taking place in the accrediting theme. First, there are changes in relationships with other accrediting associations. In the early history of AATS, schools were discouraged from being accredited by regional associations and there was a considerable amount of strain between the AATS and the regional associations. For various reasons in recent years there has been a desire on the part of some theological schools with large numbers of men going into secular ministry to have regional accreditation as well as AATS accreditation. Where this is desired we have now worked out relationships for cooperative visits so as to eliminate duplication of effort on the part of the school. Because this does represent a great deal of effort on the part of the school, negotiations are presently underway to explore various possibilities of relationships with the regional agencies. There has been some consideration by them of the possibility of withdrawing from the field of

specialized accrediting. Another possibility is a relatively automatic dual accreditation by the regional association and the AATS. We cannot yet predict where these negotiations will emerge. In the meantime, we have developed excellent working relationships with several of the regional associations, the Division of College Evaluation of the State Department of Education of the State of New York, and with the National Association of Schools of Music for those schools that have music programs.

Secondly, major attention is being given to the whole question of due process because of the increasing amount of litigation regarding actions of accrediting associations. It is completely clear that in any association involved in accreditation that has a quasi-public and governmental function provision for due process at all critical points is a necessity. One place where we will need to come at the question quite differently from in the early days of our Association is in the revision and establishment of standards for accrediting. It was the work of a relatively small and inside group in our early days. Standards no longer can be established that way but will require inclusion of more people with more points of view. I am glad to report that your staff, as it has taken part in discussions within the National Commission on Accrediting, finds that we are in pretty good shape on all questions of due process and in some matters are far ahead of anything that anyone else has done. This has been especially true in the way in which we have handled the question of the professional doctorate during the past two years.

Thirdly, there is an increasing limit to what accreditation can do or can be used to do. At various times it has been suggested that if a school violated some aspect of the standards for accrediting it should simply have its accreditation removed. We can assure the Association that the matter of removal of accreditation is not at all that simple and for the Commission to act irresponsibly or rashly could only involve the Association in costly litigation from which there would be little profit. Accreditation remains an extremely valuable tool for certifying to the public the quality of education and for leverage in raising the levels of education, but it cannot accomplish everything that some people wish it might.

VOCATION OF THE ASSOCIATION FOR THE 1970's

In light of the context within which ministry is carried on and the problems-opportunities for theological education, we must ask about the vocation of an association such as ours in the next decade. I am convinced that there is a more valid *raison d'être* for the Association in the coming decade than at any time in its history. Emphases will change but its vocation is strong and imperative.

AATS is called to give assistance to its member schools in emphasizing the nature of their educational mission and purpose as over against any stance of institutional self-protection. It can be assumed that theological schools were established for the relatively clear purpose of education for ministry. As the needs for ministry change and as new forms of education are required, it is quite conceivable that schools established for preordination training ought to be more clearly defining their purpose in terms of continuing education or some specialized form of education for ministry. It is inconceivable that institutions should be maintained if their main purpose for being has disappeared. The Association, as a responsible educational Association, faces the necessity of assisting its members in keeping in mind their educational mission and being concerned about their own life only insofar as that life currently contributes to the mission for which the school was established.

The Association is called to serve in the next ten years, not by its essential design but by its functional nature, as a platform and meeting ground for the broadest kind of conversation between all parts of the religious community. The Association is not actually an ecclesiastical organization but under its aegis and in the pursuit of its own responsibility it turns out that representatives of many different groups do meet each other, work together on common problems, and learn to trust and respect each other's integrity and purposes. This vocation of the Association cannot easily be dismissed or shrugged off at a time when so many barriers are raised higher and people become so deeply polarized.

The Association is called upon in this decade to provide a continuing initiative in the more rational deployment of

resources for theological education. Economic forces beyond our control and the continued drive for higher quality education makes necessary a more careful consideration of the particular responsibilities that should be carried by each school. In that consideration and in the work of the denominational bodies responsible for various theological schools, it is absolutely imperative that a thoughtful commission continue its work in this area. No organization other than the Association is in a position to carry this initiative. Additional foundation grants should be sought to carry the ongoing costs. Progress is being made in many places. At this point we are only seeing the first fruits of such cooperative endeavors and this is a tide which will not be stemmed even though there is great agony in the decision-making involved.

The Association should immediately launch a major thrust in the area of educational strategy and planning, particularly as such strategy and planning affect the areas of theological curriculum and teaching methods. There are exciting and promising developments in curriculum in many places. Some significant change has come about in teaching methods. Much more needs to be done if theological education is to keep up with other professional and general education. It is because of the promise in this area that the Executive Committee has recommended the establishment of a Commission on Educational Strategy and Planning and has called an Associate Director to carry this specific responsibility. The new thrust of the Association in this biennium will be in this field. The schools may anticipate competent and professional help under the leadership of a new commission and Associate Director Marvin J. Taylor.

It is increasingly clear that the Association is called on to serve a bridging function between the schools and other parties interested in theological education. Executives responsible for ministry and theological education within their own denominations constitute such a group. Appropriate relationships are being defined that bring the wisdom of these men into the councils of the Association at all significant points. We have been greatly helped by them and anticipate further consultation with them and their continuing participation in our common enterprise. Secondly,

we serve a bridging function between our schools and the remainder of the higher education establishment in North America. Increasingly we are called upon to represent the interests of theological education with regional accrediting associations, with the National Commission on Accrediting, with the Department of Health, Education, and Welfare, with state boards of education. The function of the Association here is of extreme importance to its member schools and your counsel is warmly welcomed. Thirdly, we serve a bridging function in some ways with the interests of foundations in theological education. The Association should never stand in the way of individual schools making approaches to foundations; it should always stand ready to interpret the enterprise and to give some description of what is going on in various places. We are trying to provide information that is useful to foundation executives in their consideration of theological education along with the many other demands made upon them. To that end, the publication of our *Directory*, edited by Mrs. Thompson; the *Fact Book on Theological Education*, edited by Mr. Rising; our list of accredited members emerging from the program administered by Dr. Schuller, all are services which we hope may be helpful to the foundations as they consider possible assistance to theological education. Fourthly, we try to provide some bridging relationship with those agencies which are paratheological education but which contribute greatly to the full education of ministry for our time; for example, the Association for Clinical Pastoral Education, the Academy of Parish Clergy, the Action Training Coalition, Society for the Advancement of Continuing Education for Ministry, and others. We welcome their representatives in our meetings and in our discussions and look to them for counsel in our decisions.

ACKNOWLEDGMENTS

I must first express my deep gratitude to a staff that gives itself to the work of the Association in many cases far beyond the call of duty. David Schuller has brought a high level of competent and disciplined skill to the administration of the accrediting function and the faculty fellowship program. Richard Rising, as a Staff Associate for approximately 20 months, has brought imagination and innovation

to the staff in a way deeply appreciated by all. His editing, within the overall team, of the first *Fact Book on Theological Education* is noteworthy. We wish him well in his new task with the Board of Theological Education of the Protestant Episcopal Church. Charlotte Thompson has supervised the financial affairs of the Association under the direction of the treasurer, redesigned and edited the new *AATS Directory*, and day by day assisted the executive. Shelby Rooks, from his position as Executive Director of the Fund for Theological Education, has given magnificent leadership to a new Committee on the Black Experience and Theological Education at no compensation from us during the past biennium. We are deeply grateful to him and welcome his service on a partially compensated basis during the next year. Eugene I. Van Antwerp, serving half-time with the seminary department of the National Catholic Educational Association and half-time with AATS under a Henry Luce Foundation grant, has brought wisdom, a keen understanding of Roman Catholic schools, and staff leadership to the new Task Force on Spiritual Development, hard at work and due to report in 1972. In addition and behind the scenes at 534 Third National Building are Arlene Gallo-way, secretary to the Executive Director and office manager; Martha Bookwalter, secretary to David Schuller; Joanne Breitzkreitz, typist; and Mildred Rexrode, bookkeeper. These dedicated women make possible the provision of the kind of service which we believe you have learned to expect.

We want to acknowledge indebtedness to a host of officers, commission members, team members, and consultants who have given great amounts of time to the work of the Association. Especially must I express my appreciation to President Arthur McKay who has been my constant counselor during this biennium and to Gene Newberry who has worked with us so conscientiously in the handling of increasing amounts of money in a responsible fashion.

To Mr. Yorke Allen of the Sealantic Fund, Inc., to Mr. Charles Hamilton of the Andrew W. Mellon Foundation, Inc., to Mr. Charles Williams of Lilly Endowment, Inc., and to Mrs. Martha Wallace of the Henry Luce Foundation, Inc., for their personal counsel, we express appreciation,

and to the foundations which they represent for generous consideration of the needs of theological education we acknowledge our gratitude.

Finally, my staff would wish me to express our deepest appreciation to the presidents, deans, and professors of the member schools of the Association who almost without exception are appreciative and helpful beyond our deserving but always in ways that are profoundly encouraging and supportive.

JESSE H. ZIEGLER
Executive Director

REPORT ON *THEOLOGICAL EDUCATION*

Theological Education now seems firmly established as part of the educational scene in shaping the education of ministry across North America and around the world. Either in direct quotations or in the appropriation of ideas we see widespread evidence of its influence in many places. Initiated in order to provide some entree to faculty members of AATS schools, its audience has spread to librarians, business officers, students, trustees, denominational offices, and overseas schools. Begun with the question as to whether there would be enough material for a significant publication, we follow a policy of publishing which secures approximately 75% of our material by invitation in special areas and requires us to reject more than 50% of the articles which come unsolicited.

During the next biennium we will make a thoroughgoing evaluation of views about the journal as a basis for review of publication policy. As in all other aspects of AATS programs we are eager to shape policy according to the needs of the schools and hopefully exercise creative leadership in meeting those needs. We solicit your careful and thoughtful response to the inquiry that may come to you.

Since our report to the previous biennial meeting we have published 12 issues dealing with the topics listed:

Theological Education in the 1970's: Redeployment of Resources IV,4

Cooperative Structures for Theological Education IV,4, Supplement 1

The Economics and Organization of Theological Education IV,4, Supplement 2

The Essential and the Peripheral in Theological Education V,1

Responses to Proposals re Resources Planning V,2

Theological Education as Professional Education V,3

Dimensions of Change V,4

Issues, Settings, and Process in Education for Ministry V,4, Supplement

Theological Libraries: Assets or Liabilities VI,1

Action Training Centers' Challenge to Theological Education VI,2

The Black Religious Experience and Theological Education VI,3

The Black Religious Experience and Theological Education for the Seventies: A Report of the Special AATS Committee VI,3, Supplement

In the next biennium we propose issues dealing with the following areas:

Theological School and Community

Ecumenism and Theological Education

Physical Context in Education for Ministry

Laymen Speak about Education for Ministry

Curricular Models in Theological Education

Teaching Methods for Theological Schools

The Development of the Man of God within the Theological School

Ministers Speak about Professional Education

An advisory committee provides counsel to the editorial staff on sensitive issues that require decision. We are grateful to them for their help during the biennium.

Circulation

Circulation figures for 1970 are 4,559 as compared with 4,227 in 1968. This represents a growth in subscriptions of 7.8% over the two years. The distribution of subscriptions tells an interesting story.

Bulk subscriptions (162)	3,390
To schools and denominational boards	
Libraries	269
Overseas	130
Individuals	770
Total	4,559

The problem represented by these figures is that too many of our subscriptions are now on a bulk basis, reducing our mailing costs but barely covering our printing costs. The journal goes on a bulk basis of ten or more to an address at \$2.00 per subscription.

Financial Report 7-1-68 to 4-30-70

Receipts		Disbursements	
Balance 6/30/68	12,753.82	Printing and freight	30,745.27
Subscriptions and sales	20,009.76	Staff and secretarial	3,869.00
Subsidies	8,700.00	Other expenses	3,426.79
Interest and gains	1,643.72		
	43,107.30		38,041.06
		Less printing allocation to RPC	4,000.00
			34,041.06

It is clear that at the present subscription rates and circulation our resources are being steadily depleted. The Executive Committee has asked that no further staff and secretarial time be charged to the account and that a three-year projection of the costs-income picture be submitted to them. They may report recommendations to this meeting.

Assistance with Subscriptions

Our per unit costs, of course, decrease with increase in the number of subscriptions. We hope that more schools will promptly avail themselves of *Theological Education* as a means of keeping trustees current on what is happening, as a means of initiating desirable changes in faculties, and as a basis for more thoughtful student participation in decision-making.

JESSE H. ZIEGLER

REPORT OF THE COMMISSION ON ACCREDITING

Since the last biennial meeting of the Association, the Commission has met four times: December 6-7, 1968, May 23-24, 1969, December 12-13, 1969, and June 15-16, 1970. Commission members during this period were David L. Stitt (chairman), Allen W. Graves, Alvin N. Rogness, Harvey H. Guthrie, Jr., F. Thomas Trotter, Herndon Wagers, James I. McCord, Joseph A. Devenny, and Warren F. Groff.

During the biennium the work of the Commission has resulted in decisions in the following areas:

1. *Schools Accredited*

The following schools were recommended for election as accredited members of the Association and were elected by a mail ballot (original notations are indicated):

Aquinas Institute School of Theology, N10.1, 10.3, 12.1, 12.8

Ashland Theological Seminary, N1.6, 3.3, 4.2 (Provisional accreditation until December 1971)

Graduate Theological Union

Northern Baptist Theological Seminary, N4.5

St. Meinrad School of Theology, N9.2

St. John's University School of Divinity (Collegeville)

The accreditation of Gordon Divinity School was confirmed under its new title as the Gordon-Conwell Theological Seminary. The Commission requested the school to complete a self-study during 1970.

2. *Reevaluation Visits*

During the biennium the following schools were included in reevaluation visits with accreditation continued and notations voted as indicated:

Berkeley Baptist Divinity School

Episcopal Theological School

(Gettysburg) Lutheran Theological Seminary, N11.2

Iliff School of Theology, N3.3, 5.1, and 6.3

Luther Theological Seminary
 McGill University Faculty of Divinity, N1.1
 Nashotah House, N9.1, 11.2
 New Orleans Baptist Theological Seminary, N1.1, 6.3,
 10.3, 12.7
 Northwestern Lutheran Theological Seminary
 Pacific School of Religion
 San Francisco Theological Seminary
 Southwestern Baptist Theological Seminary, N12.6
 Yale University Divinity School

3. *Notations*

The Commission voted the following actions regarding notations:

In December 1968

<i>Accredited Schools</i>	<i>Imposed</i>	<i>Removed</i>
Eden		11.5
Emmanuel	1.1	
Mennonite	1.1	
Moravian		4.1, 3.3, 7.2
New York		4.2
Southeastern Baptist	1.1	
Wesley		11.1, 11.3, 11.4
<i>Associate Schools</i>	<i>Imposed</i>	<i>Removed</i>
Anglican	3.1	
Bangor	3.3	
Episc. Caribbean	3.3	
Erskine	3.1	
Hood	2.1, 3.3	
Huron	2.1, 3.1	
J. C. Smith	2.1	
Missouri Sch. of Rel.	2.1	
Payne	2.1	
Pine Hill	3.1	
Presbyterian College	2.1, 3.2	
St. Stephen's	2.1	
St. Vincent's	3.2	

	<i>Imposed</i>	<i>Removed</i>
Scarritt	3.2	
Swedenborg	2.1, 3.2	
Winebrenner	2.1	
Wycliffe	3.2	

In May 1969

<i>Accredited Schools</i>	<i>Imposed</i>	<i>Removed</i>
Concordia, St. Louis		5.3
Concordia, Springfield		5.3
Lancaster		1.1
Nashotah House		11.2
School of Theology, Claremont		12.2.1

In December 1969

<i>Accredited Schools</i>	<i>Imposed</i>	<i>Removed</i>
Concordia, Springfield		1.1
Emmanuel		1.1
Gettysburg Lutheran		11.2
Golden Gate		1.1
Goshen		4.1, 7.2
Iliff		6.3, 5.1
Knox	1.1	
Mennonite		1.1, 7.2, 9.2
New Orleans	6.3	1.1, 12.7
Presbyterian Sch. of C.E.		1.1
Southeastern Baptist		1.1
Wesley		6.3

<i>Associate Schools</i>	<i>Imposed</i>	<i>Removed</i>
Anglican	2.1	3.1
Episc. Caribbean	2.1	
Erskine		3.1
Hood	3.2	3.3
Pine Hill		3.1

	<i>Imposed</i>	<i>Removed</i>
Pope John XXIII	3.2	
St. John Vianney	3.1	
St. Maur's	3.1	
St. Vincent's		3.2
Swedenborg		3.2
Union, B.C.	3.1	
Univ. of Winnipeg	2.1	
Winebrenner		2.1

4. *Inspections Authorized*

The sending of inspection teams was authorized to the following schools:

Pontifical College Josephinum
 Regis College
 St. Charles Borromeo Seminary
 St. John's Seminary, Brighton
 St. Thomas Theological Seminary
 Seventh-day Adventist Theological Seminary

5. *Schedules Authorized*

Schedules were authorized to be sent to

Bellarmino School of Theology
 Conservative Baptist Theological Seminary
 Mount Saint Alphonsus Seminary
 Nazarene Theological Seminary
 St. Louis University School of Divinity
 St. Mary's Seminary, Baltimore
 St. Mary Seminary, Cleveland
 Virginia Union University School of Religion

6. *Standards Revision*

- a. A committee on the M.A. degree completed a report which was forwarded to the Committee on the Professional Doctorate for its consideration.
- b. The following proposal was adopted with the understanding that N1.2 would not be imposed during this biennium:

In paragraph 1, section 1, *Bulletin 28*, p. 9, interpret ". . . equivalent of such a degree" as having been

demonstrated by performance while on probation, by passing a general examination, or by achieving a defensible level on a standardized national measure such as the Graduate Record Examination. Probation for this reason should be substantially an academic year.

- c. The Commission investigated the concept "community of scholars" as this applied to a number of schools offering advanced degrees with relatively small enrollments in given departments. It was decided not to apply N12.2.2 to any of the schools at this time. Visitation teams will examine graduate programs with special care at the time of the on-site visits. The interpretations regarding doctoral programs provided by the schools will also be given due consideration in future redefinition of standards.
- d. The Commission continues to note the need for a serious study of standards looking toward their complete revision. The Commission, therefore, requested the Executive Committee to appoint a committee to present a revised set of standards for accrediting to the 1972 meeting of the Association. The Commission offered to participate in this process but expressed the judgment that the process should be broadly representative of the accredited members of the Association with all of its major interests represented.
- e. A committee drafted criteria for clusters. The Commission presents these for adoption. Please see the appendix to this report.

7. New School Notations

In order to clarify procedures with the Executive Committee, the Commission asked the Executive Committee to consider the appropriateness of imposing notations when necessary for new schools as they become associate members. This could well be done by the Executive Committee since it is clear that associate membership does not imply accreditation. Furthermore, because of timing difficulties it has been difficult for the Commission to impose notations on unaccredited schools at the time of their acceptance into the Association.

8. *Early Recognition*

The Commission has formally recognized that its action of authorizing the sending of schedules is an indication that a school thereby becomes a candidate for accreditation. This recognition in no case prejudices the final action of the Commission at the time of responding to the recommendations of the inspection team. This preaccreditation category has been officially recognized by the U.S. Commissioner of the Office of Education of the Department of Health, Education, and Welfare.

9. *New Report Forms*

During the past year new annual report forms have been devised in order to better serve our new system of computerized data processing. A critical examination of the nature and usefulness of the data formerly collected was made, certain items were eliminated, and others added. The Commission is able to secure the information it needs from the new forms. It is noted that not all the previously requested data is now gathered every year. While the process of giving birth to this new system has been time consuming and filled with unexpected problems, we are convinced that the *Fact Book on Theological Education* will be of great use to the individual schools.

10. *Workshops*

The Commission sponsored a workshop for associate schools moving toward accreditation in May 1969. The sessions addressed three key problems which the schools had identified: (a) standards in theological education, (b) curricular revision in professional education, and (c) values and procedures in clustering. The dinner address focused on the challenge of "Black Power, Black Students, and Theological Education." We were gratified with an attendance of almost 100 persons representing 41 schools. Immediately preceding the biennial meeting a shortened workshop will be held primarily for schools which have joined the Association during the last year or those who were not able to be represented at the first workshop.

11. *Other Actions*

a. We are happy to report that Dr. Raymond P. Morris completed the long-awaited revision of *Aids to a Theological School Library*. Copies have been distributed to member schools. It is also being used in the accreditation process. Dr. Morris initiated work on this project while he was a member of the Commission on Accrediting. We express our special thanks to him for providing this highly useful tool to our member schools.

b. Fraudulent schools: The Commission recommended to the Executive Committee that it take appropriate steps to use the good offices of the Association in cooperation with other concerned educational, ecclesiastical, or government agencies, to protect the public interest in the area of theological degrees that do not represent substantive work meeting educational standards.

The Chairman whose term expires with this meeting expresses his thanks to the members of the Commission for their yeomen service during a biennium in which the work of this Commission has radically increased, and to the staff, without whose grasp of the whole, illumination of detail, and hearty endeavors on behalf of the work of this Commission our tasks could not have been completed.

Supplement to the Report

1. *Reevaluations*

At the meeting just concluded, the Commission on Accrediting took action on the following reevaluation reports:

Duke University Divinity School—continued accreditation without notation.

Fuller Theological Seminary—continued accreditation of the School of Theology and the School of World Missions with notations N3.5, 4.5, and 11.3 imposed.

Phillips University Graduate Seminary—continued accreditation with a show cause re the notation N4.5 by December 1970 meeting.

Pittsburgh Theological Seminary—continued accreditation without notation.

Southeastern Baptist Theological Seminary—continued accreditation and the removal of notation N4.2.

Drew Theological School—removed from probationary status and notations removed.

2. *Accredited Membership*

The Commission on Accrediting recommends for election to accredited membership

Pontifical College Josephinum — accreditation without notation.

Regis College—accreditation without notation.

St. Charles Borromeo Seminary—accreditation with the imposition of notations N3.3 and N4.3.

St. John's Seminary School of Theology—accreditation without notation.

St. Thomas Seminary—accreditation without notation.

Seventh-day Adventist Theological Seminary—accreditation with notation N4.7 imposed.

3. *Inspection Teams*

The Commission on Accrediting authorized inspection teams to be sent to the following schools:

Conservative Baptist Theological Seminary

Nazarene Theological Seminary

St. Bernard's Seminary

St. Louis University School of Divinity

St. Mary Seminary (Cleveland).

4. *Notations*

The Commission on Accrediting took the following action on notations:

	<i>Imposed</i>	<i>Removed</i>
Aquinas Institute	11.1	10.3
Austin		11.2
Knox		1.1
Southwestern Baptist		12.6
Weston College		9.1

New York Seminary: The following footnote will be added to the listing:

**Status under review.* School undergoing process of re-defining its program.

Revision of Wording

In light of the action of the Association amending Article III, Section 1 (Nature of Membership) of the Constitution, the Commission on Accrediting proposes the following changes in Procedures Related to Membership and the Standards for Accrediting:

- a. Amend Procedures Related to Membership, I. A. 4—add words “or synagogues” so that the condition would read, “The school should be in good standing with respect to a recognized constituency of churches or synagogues, and to neighboring theological schools.”
- b. Standards for Accrediting. Amend the introduction by adding after the words “education for Christian ministry” the words “or the Jewish rabbinate.” Add after the phrase “for effective ministries in the church” the words, “or synagogue.”
- c. Amend the footnote regarding the use of the term seminaries (page 9) as follows: Add the sentence “Jewish schools use both the terms ‘rabbinical college’ and ‘theological seminary’ (or yeshivot).”
- d. Amend sections 2, 3, and 4 (pages 10-11) by replacing the phrase “Christian education” wherever it occurs with the phrase “religious education” accompanied by the following footnote: “Many persons and schools will prefer and should feel free to use the phrase ‘Christian education’ as representing more properly the nature of the field.”
- e. Further amend section 3. which now reads “The program for the basic theological degree should include adequate instruction properly distributed among the following four areas” by adding the words, “or other divisions appropriate to the purposes of the school.”

This paragraph will eventually have to be rewritten in order to reflect the divisions of studies in effect in Jew-

ish schools. Further revision should be made by Jewish theological educators.

- f. Amend section 8. by replacing the phrase "Christian truth" with "theological truth," the phrase "Christian fellowship" with "fellowship within our religious communities and between them," the phrase "Christian witness before the world" with "witness of men of God within the world."
- g. Additional changes in such areas as section 10. regarding the nomenclature of degrees should await definition by Jewish theological educators.

DAVID L. STITT, *Chairman*

REPORT OF THE TREASURER

The report which follows covers the fiscal year, July 1, 1968, to June 30, 1969, for which all the accounts have been audited and the audit approved by the Executive Committee. Added to those audited figures are nonaudited figures for the ten months from July 1, 1969, through April 30, 1970.

The audit for the biennium 1966-68 was approved by the Executive Committee in December 1968, for the year 1968-69 in December 1969. The audit for the biennium 1966-68 was published in *Bulletin 28*, pp. 141-154.

All investments are handled through the Trust Department of Winters National Bank, Dayton, Ohio, and checking accounts are in the same bank.

The sheet showing fund balances will include the retained income at the beginning of the period, the received income, the disbursements, and the balance as of April 30, 1970. There is no indication on this sheet as to where the balance in each fund is held but this information will be provided in detail in the audit which will be published in *Bulletin 29*.

Projection of Income from Dues

In the 1968 meeting the Executive Committee was requested to report on the result of the dues rate then set and to project dues income in comparison with a proposed

budget for a number of years ahead. The following figures indicate projected income from dues as a result of growth in membership and inflationary factors. On the basis of that projected income the Executive Committee recommends the continuation of the present rate with slight change in the minimum for accredited members and the change in bylaws indicated below the projected income figures.

<i>Fiscal Year</i>	<i>Projected Income</i>
1969-70	110,000
1970-71	115,820
1971-72	121,160
1972-73	125,794
1973-74	130,232

Proposed Change in Bylaws

The Executive Committee recommends to the biennial meeting that Section V, DUES AND FEES, *Bulletin 28*, p. 53, be revised as follows:

1. ACCREDITED AND ASSOCIATE MEMBERSHIP DUES

Minimum dues for associate members shall be \$215, for accredited members, \$350;

the rate shall be 0.0015 of annual operating expenditures for the preceding year up to \$1,000,000;

if expenditures are between \$1,000,000 and \$2,000,000:

\$1,500 + 0.0004 on all above \$1,000,000;

If expenditures are between \$2,000,000 and \$3,000,000:

\$1,900 + 0.0002 on all above \$2,000,000;

If expenditures are above \$3,000,000:

\$2,100 + 0.0001 on all above \$3,000,000.

"Annual operating expenditures" is understood to include all operating costs defined as administration and general, instructional, library, maintenance of physical plant (exclusive of that portion pertaining to auxiliary enterprises). It is not understood to include additional

capital investments, student aid, or auxiliary enterprises. "Contributed services" shall be computed in all categories in line with other AATS member schools not using contributed services. Seminaries which are part of a college or university shall include a prorated part of the general costs of the larger institution.

GENE W. NEWBERRY

PROPOSED BUDGETS 1970-72

	Proposed Budget 1970-71	Proposed Budget 1971-72
REVENUES		
Dues	115,800.00	121,200.00
Inspection-reevaluation fees	2,500.00	2,500.00
Miscellaneous sales	1,500.00	1,500.00
Miscellaneous income	300.00	300.00
Contributions	_____	_____
TOTALS	120,100.00	125,500.00
Reserves or new funds	7,071.00	39,692.00
GROSS REVENUES	127,171.00	165,192.00
DISBURSEMENTS		
Staff salaries (incl. housing of clergy) ..	73,000.00	88,000.00 a
Staff pensions	10,200.00	13,200.00 a
Staff moving expense	1,200.00	_____
Office services (salaries)	28,500.00	35,680.00 b
Purchased office services	2,000.00	2,000.00
Health care and disability insurance ...	2,546.00	3,187.00 a
FICA and clerical pensions	3,300.00	3,900.00 b
Other payroll taxes	400.00	400.00
Travel and entertainment	7,500.00	8,000.00
Rent	8,000.00	9,500.00 c
Printing	5,500.00	5,500.00
Telephone	3,000.00	3,300.00
Stationery, supplies, postage	6,000.00	6,500.00
Repairs and maintenance	700.00	1,000.00
Equipment rental	1,800.00	800.00
Office furnishings and equipment	7,500.00 d	8,000.00 e
Audit	2,100.00	2,100.00
Dues and subscriptions	500.00	550.00
Agency fees	1,000.00	1,200.00
Royalties	200.00	150.00
Insurance on office	75.00	75.00
Data processing	1,500.00	1,500.00

	Budget Proposed 1970-71	Budget Proposed 1971-72
Consultant	1,000.00	1,000.00
Committee and Commission expense		
Executive Committee	5,000.00	5,000.00
Commission on Accrediting	3,000.00	3,000.00
Commission on Faculty Fellowships..	1,800.00	2,000.00
Resources Planning Commission (Separate Fund)	—	—
Commission on Educational Strategy..	3,300.00	3,300.00
Committee on Standards Revision....	5,000.00	8,000.00
Committee on Student Financial Aid..	500.00	500.00
Committee on Black Religious Experience	3,300.00	3,300.00
Annual meetings	1,000.00	2,000.00
Miscellaneous (contingency fund)	1,500.00	1,500.00
TOTALS	191,921.00	224,142.00
Less expenditures allocated to other funds		
Faculty Fellowships	11,250.00	11,250.00
NCEA Fund	2,300.00	1,900.00
Mellon Fund		
Associate Director	23,400.00	22,800.00
Secretarial help	9,750.00	9,750.00
Commission on Educational Strategy	3,300.00	3,300.00
Consultant on Black Religious Experience	5,000.00	
Committee on Black Religious Experience	3,300.00	3,300.00
Central administration	6,450.00	6,650.00
TOTALS	64,750.00	58,950.00
NET DISBURSEMENTS	127,171.00	165,192.00

Notes to Proposed Budget Figures

- ^a Includes provision for salary of full-time staff person to work on Black Religious Experience and Theological Education.
- ^b Includes secretary for Black staff person.
- ^c Includes rent for Black staff officer.
- ^d Includes preparation of office for Marvin Taylor and purchase of one Magnetic Tape Selectric Typewriter at \$6,295.
- ^e Includes purchase of Magnetic Card Selectric Typewriter and equipment for Black staff officer and secretary.

BATTELLE & BATTELLE
CERTIFIED PUBLIC ACCOUNTANTS
1785 BIG HILL ROAD
DAYTON, OHIO 45439
(513) 298-0201

ACCOUNTANTS' REPORT

The American Association of Theological Schools
Dayton, Ohio

We have examined the balance sheet of The American Association of Theological Schools prepared on the cash basis as of June 30, 1970 and the related statements of receipts and disbursements and retained income for the two years then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the accompanying balance sheet, the statements of receipts and disbursements and retained income present fairly the financial position of The American Association of Theological Schools at June 30, 1970, arising from cash transactions, and the receipts and disbursements made by it during the two years then ended, on a basis consistent with prior years.

Battelle & Battelle

August 14, 1970

THE AMERICAN ASSOCIATIONEXHIBITBALANCE SHEET (CASH)A S S E T SCURRENT BUDGET FUND

Cash		5 487 98	
Agency account:			
U. S. Treasury bills, at cost		98 719 65	
Travel and insurance deposits		<u>528 00</u>	104 735 63

RESOURCES PLANNING COMMISSION FUND

Cash		2 135 43	
Agency account:			
Cash	180 70		
U. S. Treasury bills, at cost	<u>8 722 17</u>	<u>8 902 87</u>	11 038 30

EASTERN PENNSYLVANIA AREA CASE STUDY FUND

Cash		692 06	
Agency cash		<u>962 58</u>	1 654 64

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION FUND

Cash		711 95	
Due from the Mellon Fund		5 900 00	
Agency cash		<u>576 85</u>	7 188 80

MELLON FUND

Agency account:			
Cash		187 79	
U. S. Treasury notes, at cost		<u>149 906 25</u>	150 094 04

ACULTY FELLOWSHIP FUND

Cash		5 427 54	
Due from other funds:			
Current Budget Fund	13 804 31		
Mellon Fund	<u>2 987 13</u>	16 791 44	
Agency account:			
Cash	468 70		
U. S. Treasury bills, at cost	<u>65 394 58</u>	<u>65 863 28</u>	88 082 26

ILLY ENDOWMENT, INC. FUND

Cash		4 812 78	
Agency account:			
Cash	187 27		
U. S. Treasury bills, at cost	<u>8 438 12</u>	<u>8 625 39</u>	13 438 17

THEOLOGICAL EDUCATION" FUND

Cash		6 567 01	
Agency account:			
Cash	132 59		
U. S. Treasury bills, at cost	<u>978 72</u>	<u>1 111 31</u>	<u>7 678 32</u>
Totals forward			383 910 16

OF THEOLOGICAL SCHOOLS

A

BASIS) JUNE 30, 1970

L I A B I L I T I E S

CURRENT BUDGET FUND

Agency cash account overdraft	1 209 63	
Due to other funds:		
Faculty Fellowship	13 804 31	
Employee payroll taxes withheld	923 78	
Retained income - Exhibit B	<u>88 797 91</u>	104 7

RESOURCES PLANNING COMMISSION FUND

Retained income - Exhibit C		11 0
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EASTERN PENNSYLVANIA AREA CASE STUDY FUND

Retained income - Exhibit D		1 6
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NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION FUND

Retained income - Exhibit E		7 1
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MELLON FUND

Due to other funds:		
N.C.E.A. Fund	5 900 00	
Faculty Fellowship Fund	<u>2 987 13</u>	8 887 13
Retained income - Exhibit F		<u>141 206 91</u> 150 0

FACULTY FELLOWSHIP FUND

Retained income - Exhibit G		88 0
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LILLY ENDOWMENT, INC. FUND

Retained income - Exhibit H		13 4
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"THEOLOGICAL EDUCATION" FUND

Retained income - Exhibit I		<u>7 67</u>
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Totals forward

383 91

THE AMERICAN ASSOCIATIONEXHIBITBALANCE SHEET (CASH)A S S E T S

Totals brought forward				383 910 16
<u>LIBERIAN FELLOWSHIP FUND</u>				
Cash			170 91	
Agency account:				
Cash	1 237 17			
Savings account	2 194 09			
U. S. Treasury bills, at cost	<u>13 702 13</u>	<u>17 133 39</u>		17 304 30
<u>PROTEXT FUND</u>				
Cash			322 83	
Agency account:				
Cash	2 904 47			
U. S. Treasury bonds and bills, at cost	<u>78 739 28</u>	<u>81 643 75</u>		81 966 58
<u>INDEX FUND</u>				
Cash			314 71	
Agency account:				
Cash	2 470 31			
U. S. Treasury notes and bills, at cost	<u>54 556 44</u>	<u>57 026 75</u>	<u>57 341 46</u>	
Total assets			<u>540 522 50</u>	

OF THEOLOGICAL SCHOOLS

A (CONTINUED)

BASIS) JUNE 30, 1970

L I A B I L I T I E S

Totals brought forward	383 9
<u>LIBRARIAN FELLOWSHIP FUND</u>	
Retained income - Exhibit J	17 3
<u>MICROTEXT FUND</u>	
Retained income - Exhibit K	81 9
<u>INDEX FUND</u>	
Retained income - Exhibit L	<u>57 3</u>
 Total liabilities	 <u>540 5</u>

The accompanying notes are an integral part of the financial statements.

THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS

EXHIBIT B

CURRENT BUDGET FUND RECEIPTS AND DISBURSEMENTS

TWO YEARS ENDED JUNE 30, 1970

	<u>Budget</u>	<u>Actual</u>
<u>RECEIPTS</u>		
Annual dues	215 000 00	218 295 93
Income from sale of bulletins, library material, etc.	2 400 00	3 613 10
Interest income	1 400 00	9 466 17
Inspection fees and revaluation fees	3 000 00	3 000 00
Inspection and revaluation receipts net of expenses		208 15
Contributions		1 800 00
Miscellaneous income	600 00	1 905 56
Totals	<u>222 400 00</u>	<u>238 288 91</u>
<u>DISBURSEMENTS</u> - Schedule No. 1	<u>241 730 00</u>	<u>229 904 57</u>
<u>EXCESS RECEIPTS</u>	<u>19 330 00</u>	8 384 34
<u>UNREALIZED INCOME</u> , June 30, 1968		<u>80 413 57</u>
<u>UNREALIZED INCOME</u> , June 30, 1970		<u>88 797 91</u>

Accompanying notes are an integral part of the financial statements.

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 1970

- 1 No value is placed on the inventory of Theological Education Journals and other publications. Each edition was printed in excess of current subscription needs to make available a reasonable number of back copies. The entire cost of printing is expensed in the year of publication.
- 2 Theological Education subscription income is included in the year received even though part of the income may represent a payment for past or future issues.

THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS

EXHIBIT C

RESOURCES PLANNING COMMISSION FUND

TWO YEARS ENDED JUNE 30, 1970

RECEIPTS

Grant from Sealantic Fund, Inc.	28 428
Other contributions	2 373
Interest income	921
Total	<u>31 722</u>

DISBURSEMENTS

Professional and staff services provided for under		
Section I of Sealantic Fund grant:		
Arthur D. Little, Inc.	8 433 82	
Research assistants	<u>250 00</u>	8 683
Cost the AATS provided for under Section II		
of Sealantic Fund grant:		
Consultants Honaria	7 389 30	
Travel expense	8 793 67	
Telephone	382 67	
Printing expense	1 029 64	
Stationery and postage	597 44	
Miscellaneous	<u>644 57</u>	18 837
Printing expenses allocated from "Theological		
Education"		4 000
Administrative expense allocation Current Budget		<u>300</u>
Total		<u>31 821</u>

EXCESS DISBURSEMENTS

98

<u>RETAINED INCOME</u> , June 30, 1968	<u>11 136</u>
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<u>RETAINED INCOME</u> , June 30, 1970	<u>11 038</u>
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THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS

EXHIBIT D

EASTERN PENNSYLVANIA AREA CASE STUDY

TWO YEARS ENDED JUNE 30, 1970

RECEIPTS

Interest income		<u>778 46</u>
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DISBURSEMENTS

Professional staff and services provided for under Section I of the Sealantic Fund grant:		
Arthur D. Little, Inc.	10 149 92	
Research assistants	<u>7 696 24</u>	17 846 16
Cost to the AATS provided for under Section II:		
Travel expense	916 73	
Honoraria	650 00	
Stationery and postage	657 49	
Telephone	175 87	
Secretary salaries	162 75	
Cost analysis survey	4 500 00	
Miscellaneous	<u>122 79</u>	7 185 63
Administrative expense allocation, Current Budget		<u>2 674 65</u>
Total		<u>27 706 44</u>

EXCESS DISBURSEMENTS

26 927 98

RETAINED INCOME, June 30, 1968

28 582 62

RETAINED INCOME, June 30, 1970

1 654 64

EXHIBIT E

NATIONAL CATHOLIC EDUCATION ASSOCIATION FUND

TWO YEARS ENDED JUNE 30, 1970

RECEIPTS

Contributions	15 000 00
Interest	591 98
Total	<u>15 591 98</u>

DISBURSEMENTS

N.C.E.A. Workshop and travel	1 425 68
N.C.E.A. Monthly payment	4 077 50
Allocated administrative expense, Current Budget	<u>2 900 00</u>
Total	<u>8 403 18</u>

EXCESS RECEIPTS AND RETAINED, INCOME, June 30, 1970

7 188 80

THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS

EXHIBIT F

MELLON FUND

TWO YEARS ENDED JUNE 30, 1970

RECEIPTS

Contribution	150 00
Interest	7 46
Total	<u>157 46</u>

DISBURSEMENTS

Consultants wages	2 57
Travel	22
Committee on Black Experience	4 04
Spiritual Development Task Force	2 90
Conferences and seminars	27
Allocated administrative expense, Current Budget	6 25
Total	<u>16 26</u>

EXCESS RECEIPTS AND RETAINED INCOME, June 30, 1970 141 20

EXHIBIT G

FACULTY FELLOWSHIP FUND

TWO YEARS ENDED JUNE 30, 1970

RECEIPTS

Grants from Sealantic Fund, Inc.	300 00
Interest income	8 32
Total	<u>308 32</u>

DISBURSEMENTS

Awards		
1968-69	Program awards disbursed	136 050 00
1969-70	Program awards disbursed	111 950 00
1970-71	Program awards advanced	<u>74 800 00</u>
Total awards disbursed		322 800
Administrative allocation - Current Budget		<u>22 500</u>
Total		<u>345 300</u>

EXCESS DISBURSEMENTS

36 97

RETAINED INCOME , June 30, 1968

125 05

RETAINED INCOME, June 30, 1970

88 08

THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS

EXHIBIT H

LILLY ENDOWMENT, INC. FUND

TWO YEARS ENDED JUNE 30, 1969

PIPTS

Grants from Lilly Endowment, Inc.	28 000 00
Interest income	1 960 99
Other contributions	65 00
Total	<u>30 025 99</u>

BURSEMENTS

Faculty fellowship program - Associate member schools		
1968 - 69 Program awards disbursed	16 500 00	
1969-70 Program awards disbursed	<u>9 500 00</u>	
Total awards disbursed		26 000 00
Valuation of conference of Seminary Professors in 1965		903 63
Administrative allocation - Current budget		<u>2 100 00</u>
Total		<u>29 003 63</u>

ESS RECEIPTS

1 022 36

AINED INCOME, June 30, 1968

12 415 81

AINED INCOME: June 30, 1970

13 438 17

ANALYSIS OF RETAINED INCOME

Faculty Fellowship program - Associate member schools	12 747 30
Accumulated income	690 87
Total	<u>13 438 17</u>

THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS

EXHIBIT I

THE JOURNAL "THEOLOGICAL EDUCATION" FUND

TWO YEARS ENDED JUNE 30, 1970

RECEIPTS

Grant from Lilly Endowment, Inc.	8 70
Journal subscriptions	20 94
Interest income	1 39
Gain on sale of investments	25
Total	31 28

DISBURSEMENTS

Printing and freight	30 74
Allocations from Current Budget -	
Editorial and clerical	5 36
Addressing, postage, inserting and mailing	1 00
Miscellaneous	3 24
Total	40 35
Less printing expense allocated to Resources Planning Commission	4 00
Total	36 35

EXCESS DISBURSEMENTS

5 07

RETAINED INCOME, June 30, 1968

12 75

RETAINED INCOME, June 30, 1970

7 67

EXHIBIT J

LIBRARIAN FELLOWSHIP FUND

TWO YEARS ENDED JUNE 30, 1970

RECEIPTS

Interest income	3 08
Gain on sale of invetments	79
Total	3 88

DISBURSEMENTS

Fellowship Awards	21 90
Administrative allocation - Current Budget	60
Travel expense	35
Total	22 85

EXCESS DISBURSEMENTS

18 97

RETAINED INCOME, June 30, 1968

36 28

RETAINED INCOME, June 30, 1970

17 30

THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS

EXHIBIT K

MICROTEXT FUND

TWO YEARS ENDED JUNE 30, 1970

<u>PTS</u>	
terest income	<u>6 562 22</u>
<u>URSEMENTS</u>	
ministrative allocation, Current Budget	<u>600 00</u>
<u>SS RECEIPTS</u>	5 962 22
<u>INED INCOME</u> , June 30, 1968	<u>76 004 36</u>
<u>INED INCOME</u> , June 30, 1970	<u>81 966 58</u>

EXHIBIT L

INDEX FUND

TWO YEARS ENDED JUNE 30, 1970

<u>PTS</u>	
terest income	6 163 66
in on sale of securities	<u>104 53</u>
Total	<u>6 268 19</u>
<u>URSEMENTS</u>	
ministrative allocation, Current Budget	<u>600 00</u>
<u>SS RECEIPTS</u>	5 668 19
<u>INED INCOME</u> , June 30, 1968	<u>51 673 27</u>
<u>INED INCOME</u> , June 30, 1970	<u>57 341 46</u>

THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS

SCHEDULE NO. 1

CURRENT BUDGET FUND DISBURSEMENTS

TWO YEARS ENDED JUNE 30, 1970

<u>ADMINISTRATIVE</u>	<u>Budget</u>	<u>Actual</u>
Staff salaries:		
Executive Director)		35 00
Associate Director)		26 90
Staff Associate)		15 30
Administrative Assistant)		15 50
Staff pension:		
Executive Director)		6 10
Associate Director)	132 859 00	5 30
Staff Associate)		2 60
Administrative Assistant)		2 30
Staff housing:		
Executive Director)		6 00
Associate Director)		4 80
Staff Associate)		1 80
Secretarial and office salaries	40 120 00	39 80
Travel	8 500 00	10 60
Staff insurance	1 376 00	1 30
Rent	13 400 00	14 30
Printing	6 250 00	3 10
Telephone	3 700 00	4 40
Stationery and postage	10 000 00	10 20
Purchase office services	3 000 00	6 50
Office equipment and improvements	5 700 00	5 90
Repairs and maintenance	800 00	52 00
Equipment rental	9 000 00	8 90
F.I.C.A. expense	2 550 00	2 50
Other payroll taxes	375 00	32 00
Auditing	5 300 00	5 00
Data processing	3 000 00	4 80
Dues	1 000 00	76 00
Annual meeting expense	2 000 00	2 20
Agency fees	500 00	2 30
Committee and Commission expense		
Executive Committee	5 500 00	8 50
Commission on Accrediting	7 500 00	7 00
Commission on Christian Education	800 00	16 00
Committee on Recruiting)		4 00
Committee on Supervision of Field Education)		1 16
Committee on Financial Aid to Students)	8 000 00	61 00
Committee on the Professional Doctorate)		10 80
Commission on Faculty Fellowships	3 000 00	2 90
Miscellaneous	1 800 00	2 85
Totals forward	276 030 00	274 70

THE AMERICAN ASSOCIATION OF THEOLOGICAL SCHOOLS

SCHEDULE NO. 1 (Continued)

CURRENT BUDGET FUND DISBURSEMENTS

TWO YEARS ENDED JUNE 30, 1970

totals brought forward	276 030 00	274 798 22
administrative expenses allocated to funds:		
Northern Pennsylvania Area Case Study	)	2 674 65
Ty Fellowship Fund	)	22 500 00
Brian Fellowship Fund	) 34 300 00	600 00
Text Fund	)	600 00
n	)	6 250 00
Fund	)	600 00
.A.	)	2 900 00
Endowment, Inc., Fund	)	2 100 00
al "Theological Education" Fund	)	6 669 00
otals	<u>34 300 00</u>	<u>44 893 65</u>
administrative disbursements	<u>241 730 00</u>	<u>229 904 57</u>

REPORT OF THE COMMISSION ON FACULTY FELLOWSHIPS

During the past biennium policy matters have received careful attention from the Commission in order that the awards may truly fulfill the purpose for which they have been so generously given by Sealantic Fund, Inc., and the Lilly Endowment Fund.

Some major points may be noted:

- (a) A fellowship is not usually granted to scholars undertaking a degree program (e.g. to begin doctoral study).
- (b) Preference is given to those who have not previously held a fellowship (*Bulletin* 28, 1968, p. 59).
- (c) Nominations are now permitted from schools as follows: those with 1-24 faculty members, two; 25-36, three; 37 and up, four. During 1967-70, 65 institutions were assisted in this way (only one in Canada). One had six awards; one had five; and four had four. So there has been a reasonably good distribution.
- (d) Fellows are invited to submit reports after they have completed the sabbatical leave project.
- (e) Projects are extremely important, for there is a great deal of competition for fellowships. The leave should not ordinarily be spent at home or in old, familiar surroundings. Highly technical research can be supported from other foundations; our awards are meant primarily to enhance the quality of seminary teaching. It is not desirable to plan for "junket" travel not properly related to a serious purpose.
- (f) The normal leave is one full year, with a maximum grant of \$4,000; for a half year (two quarters) and a summer a maximum of \$3,000 may be awarded.
- (g) Applicants are expected to return to the school that nominates, but such a covenant may permit a transfer within the field of theological education; and in that case no return of grants is required.

In February 1970 the Commission had about \$160,000 available for fellowships to accredited school nominees (the

annual Sealantic grant was \$150,000) and it named 50 fellows, with a total of \$158,000 in grants. Four alternates also were named. A total of 86 fellows were granted awards during the biennium.

With an annual Lilly grant of \$12,000 and some balances, the Commission also named four fellows from associate schools, their grants totalling \$14,000. One alternate was named.

Two Commission members also assisted in the awards by ATLA of fellowships to theological librarians.

The time schedule for 1971 is as follows: forms will be sent to seminaries and schools in the second half of September 1970. Nomination-applications are due on December 1, 1970; and the Commission will meet at Dayton, Ohio, February 5-6, 1971.

Finally, a word of thanks must be expressed to Dr. David Schuller and the Association staff; and to all the members of the Commission for hard work each year in what is by no means an easy chore. The chairman, now completing his term as a commissioner, is especially grateful to his colleagues for their labours. Special thanks are due Richard R. Niebuhr and J. Coert Rylaarsdam who are also completing their six-year terms. It is much to be hoped that funds will continue to be made available. All who have enjoyed a fellowship from AATS appreciate both the honour and the benefits of this programme; and the schools are equally sensitive to its value.

GEORGE JOHNSTON, *Chairman*

RESOURCES PLANNING COMMISSION

Mr. President and Colleagues: I have the honor to present the following report of the Resources Planning Commission for the biennium 1968-70.

Background

The Resources Planning Commission functioned during the biennium 1966-68 as a special commission and produced a memorable and significant report. The effects of

that report have been great and continue to be felt in the Association. At the 1968 biennial meeting, the Commission was established as a regular standing commission of the Association.

The charge to the commission was to continue to take such steps as offered promise of furthering the sound deployment of resources for theological education, given the sober assessment of the future of theological education laid out in the report of the first Resources Planning Commission. The officers and the Executive Committee of the Association were empowered to seek funds for the work of the Commission, it being understood that, in all likelihood, there would not be vast sums available for the Commission's work.

Funding for 1968-70

The Commission first joined with the Executive Director and the Executive Committee in the securing of funds. An initial proposal was presented to the Sealantic Fund, Inc., outlining activities that would require a quite sizeable sum. After discussions with Mr. Yorke Allen, the Executive Director reported to the Commission on July 17, 1969, that the Sealantic Fund had provided the sum of \$28,428 for the Commission, the monies to be used to provide stipends and expenses for a small number of "catalyst-consultants" to be made available, on application, to groups of theological schools engaged in plans for collaboration. For the first year of the Commission's work, therefore, the resources available were borne by the Association's budget.*

During the late summer of 1969, the Executive Director was in conversation with the officers of the newly-formed Mellon Foundation. Early in the fall, the foundation provided a sizeable sum for the work of the Association. A portion of this sum was set aside for the Resources Planning Commission, thus enabling the Commission to broaden its work considerably.

In addition, the Executive Committee set aside from the Mellon Fund a small sum for catalyst-consultants for libraries.

* Later repaid in full from the Sealantic Fund grant.

Work During 1968-69

The first year's work included continuing review of collaborative efforts under way in a number of localities; conversations with theological librarians and denominational executives responsible for theological education; and discussion of the need for fresh efforts at funding theological education.

Work During 1969-70

Most of the actions taken by the Commission occurred during the current academic year. The Commission moved its fall 1969 meeting date forward to July in order to prepare the way for formal action on requests for catalyst-consultants that were pending during the period when funds had not been available. Several requests for consultants were approved at the July 1969 meeting, to be funded from the Sealantic Fund grant. At the November 1969 meeting, other requests were in hand but were held pending the designation of Mellon monies to the Commission. At the January 1970 meeting, requests from several centers were approved and consultants designated. Again at the April meeting of the Commission, requests for consultants were approved.

Centers Supported During the Biennium

Modest sums for catalyst-consultants were made available to the following centers during the biennium:

Atlanta	Minneapolis-St. Paul
Berkeley	Nashville-Sewanee
Chicago/Southside	Toronto
Dayton-Columbus	Vancouver
Indianapolis	Washington, D.C.
Louisville-Lexington	

Collaborative Efforts Underway

In addition to the centers named above, other theological schools and groups of schools have been engaging in various forms of collaboration or making plans to do so. The Commission has received reports on work in progress in Eastern Pennsylvania, Rochester, New York City, Boston, Richmond, Claremont, Chicago/Northside, St. Louis, Kansas

City, Dubuque, and among the theological schools of the United Church of Canada. Some of these centers already have developed clusters of theological schools; others are on the way to doing so. Various church communions have been at work to plan the future of theological education for their respective churches. Some theological schools have relocated during the biennium, and others are engaged in studies that may result in relocation.

Several theological schools are establishing working relationships of various kinds without having firm plans for the relocation of any one of the collaborating schools.

Mounting Costs

The Commission has undertaken no new studies of the rising costs of theological education. Our impression, borne out by the experience of the members of the Commission in their own institutions, is that costs continue to rise at an alarming rate and that new resources to meet these costs are not on the horizon. It is our judgment, therefore, that the situation for theological schools remains just as critical as it was indicated to be in the report of the first Resources Planning Commission.

Other Activities of the Commission

The Commission has found its several meetings with denominational executives responsible for theological education to be highly productive and recommends that these occasional meetings be continued. The meeting with theological librarians also was a highly valuable one, we believe. It is our judgment that the librarians of theological schools need to be deeply involved in the work of the Commission, and in all of the work of the Association, during the years ahead.

The Commission has sponsored the production of a brochure written by Mr. Richard Rising of the AATS office and titled "Moving Into the Future." This brochure outlines collaborative efforts now in progress. It also includes a brief assessment of the gains and possible losses that may be involved in clustering. The closing two paragraphs of the brochure are quoted below:

It would be a mistake to assume that the clustering of seminaries will alone provide the panacea for the ills that beset theological education. Indeed, we have to recognize in all candor that clustering is no way to provide validation for the continued existence of a seminary that really ought to go out of business, and denominational executives still must face the question of how many seminaries their churches can legitimately support. It is also clear that some of the most innovative programs of education for ministry are found in schools that are still relatively unrelated to others. Especially in the early stages, the complexities of clustering often divert energy and attention away from pressing needs for educational reform.

The evidence that is already in, however, indicates that with admitted exceptions clustering can provide the basis on which serious reform must be built. While it is possible to be attracted by potential financial savings, sober planners are well aware that this can be illusory and that the only overarching goal that can be sought is the pursuit of excellence in preparing men for ministry. The experience to date continues to support the conviction of the Resources Planning Commission that the development of cooperative programs that clusters make possible is a massive step forward in the achievement of that goal.

Remaining Problems and Questions

Some of the questions raised in the initial report of the Resources Planning Commission have grown more urgent, we believe, during the biennium, and answers are by no means at hand. Several of those questions are registered here.

1. The funding of theological education

It is by no means evident that theological schools, even the strongest and best of them, will be able to find the funds for continuing operations at a high level of quality. Funds to make collaboration or relocation possible are also difficult to secure. A number of very strong proposals for collaboration remain inactive because of the lack of funds. The costs of theological education continue to soar. Foundations are increasingly reluctant to provide scholarships and fellowships for individual students or in support of the

regular student aid programs of the schools. Many congregations are less ready than once they were to support the theological school with which they have special relationships. The national church agencies report little or no increase in financial support; some show a considerable decrease in support. Theological schools, of course, are affected adversely by such developments.

It is evident, therefore, that every possible economy must be effected if strong programs of theological education are to continue. Equally evident is the urgent need that new sources of financial support be found. The Commission has discussed this problem repeatedly, but it remains without solution.

2. The Placement of Graduates

The Commission has noted that an increasing number of Ph.D. or Th.D. graduates in theology are finding it difficult to locate suitable teaching posts. Several directors of doctoral programs have taken the lead in cutting back on the number of applicants admitted to the program; others have sent out notices to applicants calling attention to the difficulty of finding teaching positions. Few of the church bodies have made detailed studies of the need for ministers and few of the theological schools have sought to limit the number of applicants for the B.D. or M.Div. degree to be accepted on the basis of the anticipated need for graduates. But the time is at hand for such actions, we believe.

The Commission will need to give careful and detailed attention to this matter during the coming biennium.

3. Church Union and Theological Education

Church union, accomplished and in prospect, presents special problems and opportunities to theological schools and to the churches. The United Methodist Church has appointed a special commission to make recommendations on the future of its theological schools. The Consultation on Church Union continues its work with the realization that vast changes might need to be effected in theological education should the union of churches envisaged come to fruition. The Commission has discussed these matters and heard reports from several who are involved in these developments. It may well be that church union will, in time,

offer excellent opportunities for theological schools to join forces and for the number of schools to be reduced, with great financial economies and improved theological education resulting.

Acknowledgments

The Commission wishes to express its thanks to Bishop James A. Hickey and Thomas E. Ambrogi for their contributions to the work of the Commission prior to their being forced to resign because of the pressure of other duties.

A grant from the Henry Luce Foundation has made it possible for Father Van Antwerp to serve as catalyst-consultant in several localities without additional stipend from the resources of the Commission. We are grateful to Mrs. Martha Wallace of the Luce Foundation for this grant. Our special thanks are extended to the Sealantic Fund, Inc., and Mr. Yorke Allen for their continued support of the Commission's work, and to the Andrew Mellon Foundation and Mr. Charles Hamilton for their magnificent grant in support of the Association's work.

Our special thanks are due to Jesse Ziegler and Charlotte Thompson for their initiatives and support throughout the biennium. Such accomplishments as the Commission may have been able to realize owe more to them than to any others.

The Future

The Commission, acknowledging that its work for the biennium has been of modest significance, holds the view that it is essential for theological schools of the Association to continue their collaborative efforts and that the Commission can be of continuing assistance toward that end. The Commission also believes that church and ministry have almost unprecedented importance in our contemporary world, torn as it is by mutual suspicion, hatred, outbursts of violence, and the determination on the part of many to fight for a better, more humane, and more just society. The theological schools of the Association bear an enormous responsibility for helping to shape and to channel the visions and passions and commitments of young men and women today. The resources of theological schools, therefore, must

be marshalled in order that the schools be the better able to fulfill that vocation which is distinctively theirs. The Commission sees signs that this urgent need is being recognized and that theological schools—and their administrators, faculty members, students, and supporters—are ready to do what is required to fulfill that need.

WALTER HARRELSON, *Chairman*

REPORT OF THE COMMISSION ON CHRISTIAN EDUCATION

As a result of correspondence with the chairman of the Commission, Randolph C. Miller of Yale Divinity School and the former chairman, Adrian C. Heaton of the American Baptist Seminary of the West, the Commission was polled to see whether they felt need for a meeting. There was widespread feeling within the Commission that pulling the group together from across the country would be a misuse of resources of the Association. The Commission has not, therefore, met but has carried on certain activities during the biennium.

Data have been supplied on enrollments in various levels of Christian education programs in the theological schools. Provision for the continued gathering of such data has been made in the new report forms which have been designed for the Association use. It will be possible in the *Fact Book on Theological Education*, published for the first time this year, to trace from year to year the health of the Christian education program at least insofar as it can be measured in terms of enrollments.

A small committee of the Commission met to consult with Professor Phillip E. Hammond of the University of Wisconsin regarding a possible study of the Christian educator as a professional. No clear steps were seen in the design of the study and no ready source of support seemed available. Professor Miller still feels that such a study may be needed combining research with some creative theory.

Professor D. Campbell Wyckoff, of Princeton Seminary and a former member of the Commission, continued his preparation of Christian education bibliographies in each year of the biennium and these bibliographies were sent to

the libraries of member schools. There has been considerable appreciation of this service.

The chairman, from his sabbatical leave place in Melbourne, Australia, writes that he believes some unfinished business for concerned Christian education people remains. He feels that the study of the profession is one such matter, the necessity to rethink the discipline of religious education in relation to the larger themes of pastoral theology and religious studies is another, the content of a Th.D. in Christian education perhaps another.

This Commission came into being in the biennial meeting of 1964 at the time the American Association of Schools of Religious Education was merged with the AATS. Since that time a significant place for Christian education in the structures of the AATS has characterized the emerging situation. One or more representatives of the disciplines of Christian education have consistently served on the Commission on Accrediting; representatives have served on accrediting teams as they have gone to institutions where there were degree programs in Christian education; men trained in the field have achieved positions of major responsibility in the educational leadership of theological schools; data regarding the Christian education enterprise have been made widely available.

In the last three years the Commission itself has raised the question as to whether it may not have fulfilled its function and whether the concerns which it originally represented may not better be carried on in a more comprehensive commission looking at a total strategy and planning of education for ministry. The members expressed their gratitude for the opportunity to serve the schools of the Association and will be ready to serve in significant ways in which they may be asked in the future.

JESSE H. ZIEGLER for

RANDOLPH C. MILLER, *Chairman*

REPORT OF THE COMMITTEE ON SUPERVISION AND FIELD EDUCATION

The Committee on Supervision and Field Education, which was created at the 1968 Biennial Meeting to continue the work of the former Committee on Clinical Pastoral Education, began meetings in the fall of 1968 under the chairmanship of Lowell G. Colston. James M. Ault later served as leader during Dr. Colston's illness. The committee membership included representation from the areas of clinical pastoral education, action training, and seminary field education.

From the outset it was recognized that even with the distinctive emphases and life styles of the three areas, they had a common concern in an experience-centered educational process, in contrast to what is normally identified as a classroom-oriented process. The distinction is by no means as clear-cut as has been generally thought, for seminar meetings for reflection on experiences outside the classroom would clearly be within the scope of experiential education, just as archaeological digs would be identified as extensions of what is normally thought of as classroom work. Such delineation as can be made was assumed to be focused on immediate and direct involvement in the human condition as it is experienced in its own terms. In terms of educational process, the raw data are human lives themselves, and the organizing structure for understanding is theology, which in the student is shaped by the raw material into a more useful instrument for insight into the human condition.

The role of supervision in such an educational process becomes crucial, for the supervisor not only directs the attention of a student to the critical areas of human experience but also assists and guides him in developing competence for theological reflection. The role demands the further ability to assist in the student's process of self-discovery, which confrontation with profound levels of crisis invariably forces. It is evident that the most obvious limitation in the full utilization of this educational process is the dearth of supervisors capable of exercising such an exacting role.

The committee recognized early in its deliberation, however, that another deterrent existed; namely, the traditional refusal or reluctance of many seminary faculties to accept this as a legitimate and indispensable educational process in professional education. There was a strong conviction that until this could be overcome, any approach to theological education as both an integrated and integrative process was doomed. It was decided that the first step must be to provide an opportunity for opening up more effective lines of communication between the proponents of the two processes and through it to gain a clearer understanding of the dichotomy along with some concrete proposals to overcome it.

The decision was taken to sponsor a consultation among certain seminaries in the New York area as a pilot for possible duplication elsewhere. Six seminaries were selected, and representatives of their administrations met several times with the committee. The target date for the consultation had been tentatively set from the spring of 1970. Two meetings were held in the fall of 1969, expedited by additional work by a subcommittee. At the last of the meetings, student representation was included. It became apparent in the course of these meetings that the group was unable to focus the problems to be dealt with in a sufficiently clear form to assure positive results from such a consultation, and it was decided to postpone any further action. In retrospect, several factors stand out which reflect both on the nature of this all too familiar dichotomy between the two educational processes and on the methodology of projects seeking to bridge it:

1. Different seminaries are at very different levels in their recognition of tension between the two processes, in the urgency they feel about dealing with it, and in their understanding of the need for a more integrative approach to theological education. One of the principal factors in the inability to plan the consultation was lack of sufficient common ground among the institutions involved.

2. Although those involved in field education, clinical pastoral education, and action training share common ground in finding validity to theological education only insofar as it includes at its core the process of education

from experience, the three groups have distinctive goals, distinctive understandings of how the process relates to more classical forms of theological education, and distinctive levels of commitment to the continuation of those forms.

3. The tendency of these three groups along with seminary administrators to look on the package of such programs offered by the three as adequately inclusive of "experience" to which classical theology must relate to be relevant is likely to leave many students cold. While not necessarily questioning the validity of these programs as such, they look beyond them for clearer ways in which their theological insights can speak to the issues of love and hate, authority and freedom, Vietnam, the draft, and other areas which press hard on their own experience. The committee recognized that one of the most serious errors it made was in delaying the inclusion of student representatives in its deliberations. When they finally were present, there was no doubt that they looked on the issue of resolving the stated dichotomy as one principally of interest to faculties and that whatever the outcome, the educational issues as they see them would be left untouched.

4. The frequent practice of polarizing theological education between "classroom orientation" and "experience orientation," and of categorizing individual members of a faculty in one camp or the other misrepresents both the issues and the individuals. It further leaves one with the false assumption that the solution lies in a kind of patchwork merger of the two rather than in the evolution of a new style of education, which some thought would provide the only resolution of the current inadequacies.

5. The development of competence to "reflect theologically" was recognized as central to the education of professionals in the seminaries, but both from evidence presented and from the experience of the meetings themselves, this task was seen to be very difficult and indeed, virtually impossible without a more integrative process of theological education.

The experience of the committee both in its own meetings and in those with seminary representatives reaffirms its conviction that among the central questions pertinent to the achievement of adequacy in theological education today

are those involving educational process. Supervision and field education are derivative concerns which can never be effectively dealt with until a greater consensus emerges about the nature of integrative theological education. First from the clinical pastoral educators and more recently from the action training leaders comes the insistent demand that attention be given to the conclusions and convictions produced by their own experiences with both seminarians and ordained clergy. Pursuit of such a consensus, however, needs to be done in a broader context than possible in the scope of this committee's assignment, and the Association is urged to provide a structure capable of dealing with this urgent need.

LOWELL G. COLSTON, *Chairman*

JAMES M. AULT, *Acting Chairman*

REPORT OF

COMMITTEE ON STUDENT FINANCIAL AID

I. ACTIVITIES DURING THE BIENNIUM

A. *Workshops*

In response to the urgent requests of the membership of past regional workshops, the Committee has continued the workshops, holding one in each region every second year. The following were held during the biennium:

<i>Place</i>	<i>Date</i>	<i>Seminaries represented</i>
Berkeley, California	February 1969	8
Cambridge, Massachusetts	February 1969	11
Fort Worth, Texas	November 1969	4
Durham, North Carolina	November 1969	9
Chicago, Illinois	April 1970	44

Workshop and Consultation for Financial Aid Officers and Denominational Executives (national rather than regional); seven denominations represented in the Consultation for Denominational Executives

Because of the turnover among financial aid officers, and because of the many changes within the dynamic fields of theological education and of financial aid, the demand for the continuation of the workshops is insistent.

B. *Student Expense Survey*

This survey, in which 29 seminaries participated, was carried out in February 1969. The findings were brought together by computerized data processing. There were 1196 seminary students who responded to the survey. Findings were distributed to the seminaries in early June. The survey expenses were covered by a fee of \$40 paid by each seminary.

C. *Revisions Committee for Expense Norms and Common Forms*

A subcommittee of eight members met in New York, June 17-18, 1969 to consider the survey findings and to make the necessary changes in the student expense norms. The subcommittee also revised the common financial aid forms: the Financial Information Form, the Need Analysis Review, and the Computation Manual. These revised materials were printed and ready for purchase in January 1970, for use by the seminaries in the 1970-71 academic year.

D. *Publication Sales Report*

The Committee printed, publicized, and distributed, through the National Council of Churches' Department of Publication Services, the following common forms:

Financial Information Form, with budget pages	5666
Need Analysis Report	1800
Computation Manual	103
Financing a Theological Education	4646
Financial Aid for Professional and Graduate Education	2323

E. *Financial Aid for Continuing Education for Ministry*

This publication, prepared by the Committee, was published in an edition of 50,000 copies, through the courtesy of the Minister's Life & Casualty Union. The copies were distributed as follows:

Denominations	30,720
Denominational Units	1,260
Others	2,325

The 15,695 remaining have been and are being distributed from the Office of the Society for the Advancement of Continuing Education for Ministry, in the Department of Ministry, National Council of Churches [sic].

F. *Survey on Foreign Students and Financial Aid*

This survey of seminaries, made in the winter of 1968, was summarized in the January 1969 issue of *Highlights*, and thus shared with all seminaries.

G. *The Committee Itself*

The Committee has met twice each year. It is composed of three members appointed by the AATS, three appointed by the NCC, and several members at large chosen by the Committee.

The AATS appointees during the past biennium were the following:

Robert E. Broadwell, secretary (Union Theological Seminary)
 Robert Lowndes (Crozer Theological Seminary)
 Vacancy not filled
 David S. Schuller, ex officio

The present membership of the Committee is as follows:

From AATS
 (1970-72)
 3 vacancies to be filled by the Biennial's action on Nomination Committee Report

From NCC
 (1970-72)
 Ralph E. Glenn
 (Disciples of Christ)
 Olive Mae Mulica
 (Episcopal)
 Wilmina Rowland
 (United Presbyterian)
 Chairman until April 1970

At large
 (1970-72)
 Robert Lowndes
 (Baptist, Crozer Theological Seminary)
 Allen Smith (UCC, Yale Divinity School)
 Herbert Stroup
 (LCA, Lutheran Theological Seminary, Gettysburg)
 Diane Bennekamper,
 (United Methodist, student at Drew Theological School)

In addition, a Roman Catholic seminary administrator will be invited to be a guest for the committee meetings in 1971, and another such guest will be invited in 1972.

II. ACTIVITIES FORESEEN FOR THE NEXT BIENNIUM

- A. *Workshops* for training of financial aid officers, on a regional basis, every two years. In this connection, a Task Force of experienced financial aid officers will be appointed, who are not members of the committee and who have participated in recent workshops. The Task Force will appraise and evaluate recent workshops and suggest program content and structure for the 1971-72 series.
- B. *Continued publication of common forms* and of the list of sources of financial aid, and publicizing them semi-annually among the seminaries and denominations.

III. RECOMMENDATIONS

A. *The Principles*

The committee has continued to work on the Principles and will continue to do so in the period ahead. Since any such statement is extremely sensitive to changes in both theological education and in the field of financial aid, we foresee that some changes may be necessary by the next biennial meeting.

At this time we have only one change to recommend, as follows:

Principle 1

Present form

The primary purposes of a financial aid program for theological students are to assist in their educational preparation for church occupations, and to make possible the enrollment of promising candidates by providing assistance to students who demonstrate financial need.

Recommended revision

The primary purpose of financial aid for theological students is to assist in their educational preparation for ministry, by providing aid to those students who demonstrate financial need.

B. *Common Terminology*

We also recommend the approval of a statement of common terminology in financial aid for theological students, for further recommendation to theological schools for their use (see pp. 67-69).

- C. We also recommend that the question be raised with the appropriate group within AATS of the feasibility of considering as one of the requirements for AATS-accreditation the basic premise of the Principles of Student Financial Aid; namely, that financial aid should be based upon demonstrated need.

IV. CONCLUSION

The Committee is grateful for the appropriation from AATS which has enabled it to hold the workshop fee at a reasonable level for seminary participants.

It expresses the hope that AATS will continue its joint sponsorship with the National Council of Churches, and its support of the Committee's work in the service of theological education.

WILMINA ROWLAND, *Chairman*

ROBERT E. BROADWELL, *Secretary*

REPORT OF THE COMMITTEE ON THE BLACK RELIGIOUS EXPERIENCE

The Committee on the Black Religious Experience has met four times during the last biennium. At its first meeting on June 10, 1969, the committee decided to change its name from the Committee on Black Curriculum and Faculty to the present name. This is indicative of the committee's belief that the scope of its task was much wider than the original name indicated. We believe that if the AATS is to relate significantly to the experience of Black Christians, historically and contemporaneously, much more than attention to curriculum and faculty is required.

In addition, the committee wishes to refute emphatically the rather widely held notion that the attention of educational institutions to the Black religious experience is a temporary phenomenon. Apparently, a good many educators

see the demand for the inclusion of Black Studies in theological curricula as a passing fancy that sooner or later will fade. While it may be true that some facets of this emphasis may eventually prove unnecessary, the larger truth is that theological schools must never again be guilty of the gross neglect of and indifference toward the life and work of Black churches which has marked the past history of American theological education. Rather than a temporary fad, Black studies properly carried on represents a major new ingredient in the reflection, study, and work of all seminaries.

The work of the committee has revolved around two things: (1) the definition of the scope of the Black religious experience in relation to theological education; and (2) an attempt to discover ways in which financial support for new programs aimed at improving that relationship can be developed. Unfortunately, we have been far more successful to date in the former than in the latter. This is due in part to the fact that the committee was appointed and organized somewhat late in the first half of the biennium and therefore did not have very much time to work at its second task.

The major achievements of the committee in this biennium are three-fold: (1) the successful promotion of a meeting at Howard University in February 1970 which brought together nearly four hundred faculty, administrators, and students for a three-day session on the Black religious experience and theological curricula. The speeches from that meeting were printed as the Spring issue of *Theological Education* and should be useful in opening some insights into the nature of the task in each discipline of the curriculum.

(2) The committee itself set out to delineate what is the full scope of the task of seminaries in a booklet that was published as the Supplement to the Spring issue of *Theological Education*, entitled, "The Black Religious Experience and Theological Education for the Seventies." This booklet is concerned with the purpose of Black studies; student recruitment, admissions and financial aid; curriculum and field experiences; Black faculty production and support; some possible areas for new research; and placement. It is

intended to be a comprehensive guide to all seminaries concerned about this issue. It is also the first attempt of any professional discipline to define the issue comprehensively.

(3) The committee is concerned that ■ way be found to carry on its work with some degree of permanence. With that in mind, it has made known to the AATS Executive Committee and staff its desire that a person be employed full time to be the catalyst around which new programs and initiatives may develop. The Executive Committee responded by arranging to secure one-fourth of the time of the committee chairman for the period July 1, 1970, to June 30, 1971. It is hoped that by the end of that period a full-time person can be added to the AATS staff and adequate financial support secured for his activities.

The introduction to the Supplement to *Theological Education* mentioned above pinpoints ten locations as prime centers to deal comprehensively with the Black religious experience plus five other possible locations. One of the tasks of the committee and its staff next year will be to initiate discussions in all of the places spotlighted, particularly those which are now at only initial development of Black studies. In addition, the committee will concentrate on trying to develop new sources of funding for such centers as they develop their own program ideas. Finally, the committee will be attempting to keep member schools informed of new developments in the field and instituting such new research as is possible given the availability of funds and personnel.

All of this presupposes that the AATS will renew its own commitment to this issue. It is the wholehearted recommendation of the committee itself that this biennial meeting reaffirm its support of the committee and that the Executive Committee be given the authority to reappoint or modify the membership thereof for the next biennium.

CHARLES SHELBY ROOKS, *Chairman*

FINAL REPORT: THE COMMITTEE ON THE PROFESSIONAL DOCTORATE AS A FIRST THEOLOGICAL DEGREE

The biennial meeting of the AATS in St. Louis, June 10-13, 1968, authorized the appointment of a special committee "to investigate the question as to whether the Association as a whole should recommend a change from the B.D. degree to a professional doctorate as a first theological degree" (see *Bulletin* 28, p. 90).

Such a committee was appointed by the president under the preceding mandate. The committee consisted of Vitus E. Bucher, Dean, St. John's University School of Divinity; Charles M. Cooper, President, Pacific Lutheran Theological Seminary; Charles U. Harris, Dean and President, Seabury-Western Theological Seminary; Gordon E. Jackson, Dean, Pittsburgh Theological Seminary; Duke K. McCall, President, Southern Baptist Theological Seminary; Joseph C. McLelland, Professor, McGill University Faculty of Divinity; Ronald E. Osborn, Dean, Christian Theological Seminary; Joseph D. Quillian, Jr., Dean, Perkins School of Theology; Fred R. Stair, Jr., President, Union Theological Seminary in Virginia; Krister Stendahl, Dean, Harvard Divinity School and chairman of the committee. In the second year of the work of the committee, Dean John Eidenschink of St. John's University School of Divinity succeeded Vitus E. Bucher.

By mid-October 1969 the committee circulated its preliminary report; asked for and received comments from member schools; by February 28, 1970, held 10 hearings on a regional basis (some delegations from the member schools included alumni and students); and solicited additional reactions from denominational officials and groups of clergy.

Through these procedures the committee has received extremely varied, even contradictory responses to its preliminary report. We note especially the view seriously voiced by some students in sharp criticism of the AATS spending time, effort, and funds on questions of degree nomenclature in a time when "the world is burning at the doorstep of the seminary." We recognize such indignation against status games and status considerations and we declare that experi-

ments with theological education free from the strictures and prestige of academic degrees are welcome within the AATS.

We believe that the recommendations of our final report—while guided by a sense of relative justice as to nomenclature within American education—signal a move long overdue toward truly professional programs in the practice of ministry in church, community, and society.

THE FUTURE OF M.DIV. PROGRAMS AND THE DISCONTINUATION OF B.D. NOMENCLATURE

We have become convinced that the M.Div. should remain as a recognized degree for candidates for ministry. We anticipate that this degree will be offered both by schools that decide not to offer a professional doctorate and by some schools that will offer such a doctorate.

We are also convinced that the nomenclature Bachelor of Divinity (B.D.) should be discontinued. We affirm the tendency in American education and culture by which a bachelor's degree is understood as the basis for graduate studies, academic or professional, and that professional fields with a B.A. prerequisite continue with masters' and doctors' degrees. We accept the pattern by which "bachelor" is, de facto, the term by which a student is declared ready to embark on graduate work, and that work in graduate schools be distinguished by masters' and doctors' degrees.

We note that such a development is consonant with the views of national educational agencies as they have expressed a concern for consistency in degree nomenclature.

THE PROFESSIONAL DOCTORATE (D.MIN.)

Recommendation I

We recommend and encourage the member schools to move toward the establishment of programs for a professional doctorate (D.Min.) provided that their academic and other educational resources warrant such a development according to the following sections on provisional guidelines, content, and standards.

A. Professional guidelines

We offer the following guidelines for such a degree:

1. The D.Min. is thought of as a program with its own integrity, built on an A.B. degree.
2. A truly professional degree program as envisaged for the D.Min. could hardly be achieved by just raising the standards of supervision and integration of field education and/or internships, or by adding such dimensions to the traditional disciplines of theological curriculum. Such developments would only lead to an undesirable lengthening of the period of studies when higher education faces the need of more efficient use of precious time, and when the morale and ethos of graduate studies call for measures that speed up rather than delay professional maturation and responsibility. We warn against the mere lengthening of time as a road to academic and professional seriousness.
3. The D.Min. degree should be structured on the basis of the needs of the ministry rather than simply on the coverage of traditional theological disciplines. In that sense the D.Min. is not a "degree in theology" but one for the practice of ministry.
4. It is equally clear that such a doctorate should not be patterned on existing Ph.D.'s or other doctoral programs in religion, but rather on the emerging competencies needed for the professional practice of ministry.

B. *Content*

The D.Min. would not necessarily entail greater specialization; rather, it would encourage general professional competence as made possible by all or some of the following components and/or relationships:

1. a methodology by which such disciplines as biblical studies, history, and theology are seen as nuclear to, and therefore informative of, the practice of ministry;
2. competencies in the practice of ministry, such as preaching, teaching, pastoral care, worship, church administration, and other professional skills;

3. experiential learning like that gained in field education and/or an internship year under the joint supervision of the theological school and adjunct professors in the field (pastors, etc.);
4. field assignments in both church and nonchurch settings (e.g., community organizations), under joint supervision, for the purpose of developing insight, skill, and methodology for the better practice of ministry;
5. colloquia focused on the practice of ministry which would become integrative for the entire curriculum;
6. independent studies encouraging students to follow up their own leads from earlier curricular or field education experiences; and
7. interdisciplinary learning, especially the dialog between disciplines of theology and the human sciences and other secular fields.

The content of D.Min. programs must not be more of the same. It should include boundary experiences and theological reflection in which students bring together in a focused and competent way their theologically professional education.

Although this degree may require four academic years or their equivalent, the level of academic and professional competence and not simply fixed time requirements should be determinative.

C. *Standards*

1. Statement of purpose: Each school should state the purpose of its professional doctorate and the way or ways by which it intends to accomplish that purpose. This will encourage both flexibility and experimentation.
2. Admission: Admission to the professional doctorate should be on the basis of assessment of academic and professional qualifications showing high potential for ministry. These qualifications might include such criteria as (a) grade point average of 3.0 or higher on a 4-point scale; (b) other standard evaluations;

(c) the concept of "admission to candidacy" after a year or more in seminary as is now the practice in some schools.

3. Faculty: We recognize that a crucial difficulty in any move toward a professional doctorate may be that most of the teaching faculty have earned Ph.D. degrees in various fields, but that professional education challenges the teacher to do something other than he himself did in his studies or is doing in his teaching and research. We expect the faculties that consider a D.Min. program to face this issue and meet this challenge creatively and with enthusiasm. Thus, a D.Min. program will require (a) a sufficient number of faculty members devoted to interdisciplinary teaching oriented toward a professional practice; and (b) a significant and integrated role given to teachers and supervisors based in the actual practice of ministry.
4. Library: Adequate library holdings are required not only in the core areas of theology but also in the professional area of ministry and related subjects.

RELATIONS TO OTHER STUDY PROGRAMS

A. *A nonprofessional master's degree*

We recognize the place within seminary education for a nonprofessional degree. A growing number of students find seminary education significant as preparation for various careers for which theological knowledge and perspective are important. We recognize the need for programs leading toward a Master of Arts in Religious or Theological Studies (M.A.) or a Master of Theological Studies (M.T.S.). Normally, this degree would require two academic years beyond the A.B., although well-qualified students may earn the degree in less time. Students in this degree program might opt for field education and some courses pertaining to professional skills. However, this degree should be considered as insufficient preparation for professional ministry, and it should not be granted as a degree en route to the D.Min. (or M. Div.).

B. *Programs beyond the D.Min.*

We suggest that beyond the D.Min. further programs of formal study should be more specific and specialized and properly related to professional issues, projects, and problems. For such continued work—be it in full residence or as part of continuing education—we recognize the variety of possibilities, with each school free to select the option(s) best suited to its responsibilities and resources.

1. Nondegree programs in continuing education: We commend carefully worked out programs of continuing education not leading to further degrees but perhaps recognized by such bodies as the Academy of Parish Clergy, The Association for Clinical Pastoral Education, the Action Training Coalition, the Society for the Advancement of Continuing Education for Ministry, or the denominations.
2. Degree programs: We recognize degree programs in academic or professional specialization leading to the licentiate or master's degree (S.T.L., S.S.L., J.C.L., Th.M., S.T.M., [M.A.*]) and to the doctorate (S.T.D., S.S.D., J.C.D., Th.D., [Ph.D.*]), such programs geared either for research and teaching or for specialized competence in ministerial practice.

We are keenly aware of the fact that many holders of the B.D. degree have profited from the studies and the incentive of a Th.M. or S.T.M. degree beyond the B.D. We are also aware of the lasting significance of the Th.D. and other doctoral degrees. It could be that the incentive for the Th.M., S.T.M., or licentiate would lessen once a D.Min. has become a recognized degree for ordination. We note, however, that further degrees should be defined as specialized and as containing elements of independent research.

* In seminaries entitled by charter to grant such degrees.

PROVISION FOR GRADUATES NOW HOLDING
B.D., M.Div., OR EQUIVALENT DEGREES

Recommendation II

We recommend that a seminary granting the professional doctorate develop procedures whereby its graduates now holding a B.D., M.Div., or equivalent degree may qualify for the doctorate.

We recognize the inevitability of much variation in the extent to which previous work will approach a given seminary's requirements for the D.Min. The emphasis should fall on means of measuring academic and professional competence and the capacity for responsible critical reflection on and evaluation of the graduate's ministerial practice. While disapproving of simple retroactivity in exchanging the doctorate for an earlier divinity degree, the Association encourages that the D.Min. be made available in accordance with its standards both for the sake of upgrading professional competence and as a matter of equity.

Implementation of this recommendation should take account of the following principles:

1. that schools spell out their requirements for conferring the D.Min. on their graduates;
2. that the emphasis fall on the demonstration of professional competence and current knowledge in theological studies;
3. that a variety of institutions (e.g., clinical settings, university programs, urban training centers, a cluster of pastoral situations competently supervised) be utilized;
4. that churches and other institutions employing ministers be encouraged to grant such study leaves as may be necessary;
5. that the educational costs for such programs of updating be shared by the ministers and their churches; and
6. that schools limit enrollment to manageable proportions and so spread out over a period of time the number of men accepted in such programs.

Recommendation III

We recommend that the Association redraft the Standards for Accrediting by 1972, to provide for the following:

1. accreditation of degree programs within schools (and not only accreditation of schools);
2. assistance to schools in their definition of purpose;
3. encouragement for experimentation in curriculum and method;
4. development of more satisfactory criteria of excellence and for the evaluation of educational achievement; and
5. satisfactory guidelines for preseminary studies and their integration with the theological curriculum.

NOMENCLATURE

There was a clear preference in the committee and in the hearings for calling the professional doctoral degree the Doctor of Ministry (D.Min.).

KRISTER STENDAHL, *Chairman*

REPORT OF THE COMMITTEE ON RESOLUTIONS

Mr. President: The Committee on Resolutions, consisting of Professor Eric G. Jay, President Wayne K. Clymer, and President Richard A. Hill, requests the Association to adopt the following resolution:

Be it resolved, that the members of this Association express their warm appreciation to the School of Theology at Claremont for the generous hospitality which we have received during the 27th Biennial Meeting. We especially thank President Gordon E. Michalson, Dean F. Thomas Trotter, their colleagues and the students who have worked with them, for the excellent arrangements they have made for our meetings in this very lovely setting, our accommodations and meals, and for the local transportation of many of us.

That we express our thanks to our most effective presiding officers, President Arthur McKay and Vice-Presi-

dent Oswald Bronson, who were both generous in granting time to those who expressed their wish to speak and quick to sense when the meeting was ready to vote on a question; and our appreciation of the services of our Secretary, President Frederick Whittaker, and our Treasurer, Dean Gene Newberry.

That we record our deep appreciation of the magnificent presidential address by which President Arthur McKay set the guidelines for much that we believe has been achieved in this biennial meeting; and our gratitude to Dean F. Thomas Trotter, President Richard Hill, and President Allix B. James who led our prayers each morning, to Professor Thomas C. Campbell for his masterly analysis of a case study of a Black Power incident, to Dr. Shelby Rooks and Dean Krister Stendahl for their lucid presentations of the reports respectively of the Committee on Black Religious Experience and Theological Education and the Committee on the Professional Doctorate as a First Theological Degree. In naming these we are not unmindful of the contributions made to the efficiency of our meetings by those who presented other important reports and who led the discussion groups which did much to inform us and clarify our thinking on the more urgent matters on our agenda. We have also valued both the presence of student representatives and the comments they have conveyed to us through the Student Panel.

That we second also our sincere gratitude to the association's permanent staff members, Dr. Jesse H. Ziegler, Dr. David S. Schuller, Mrs. Charlotte Thompson, and Mrs. Martha Bookwalter. Their careful preparation of the materials for this meeting, their friendliness and many kindnesses remind us once more how much the Association owes to these devoted servants of excellence in theological education.

II. MEMBERS, OFFICERS, COMMISSIONS

ACCREDITED MEMBERS

Accredited members are those schools recommended by the Commission on Accrediting after due examination of their academic standards in the light of the Association's standards for accrediting and elected by the Association.

The letter "N" appended to the name and address of an institution with a number following refers to a notation for the meaning of which the list on pp. 34-38 may be consulted (see *Bulletin* 29).

The list of accredited seminaries is subject to change semiannually. The accredited members of the American Association of Theological Schools, as of December, 1970, are as follows:

American Baptist Seminary of the West:

Berkeley, California campus

Covina, California campus

Anderson College School of Theology, Anderson, Indiana
N6.3, 9.2

Andover Newton Theological School, Newton Centre, Massachusetts *N9.1*

Aquinas Institute School of Theology, Dubuque, Iowa *N10.1, 11.1, 12.1, 12.8*

Asbury Theological Seminary, Wilmore, Kentucky

Ashland Theological Seminary, Ashland, Ohio *N1.6, 3.3, 4.2*
Provisional until December 1971

Austin Presbyterian Theological Seminary, Austin, Texas

Berkeley Divinity School, New Haven, Connecticut

Bethany Theological Seminary, Oak Brook, Illinois

Bethel Theological Seminary, St. Paul, Minnesota

Bexley Hall, Rochester, New York *N9.1*

Boston University School of Theology, Boston, Massachusetts *N11.1*

Brite Divinity School of Texas Christian University, Fort Worth, Texas

Calvin Theological Seminary, Grand Rapids, Michigan *N5.3, 9.3*

Candler School of Theology of Emory University, Atlanta, Georgia

Central Baptist Theological Seminary, Kansas City, Kansas

(Chicago) Lutheran School of Theology at Chicago, Illinois
Chicago Theological Seminary, Chicago, Illinois
Christian Theological Seminary, Indianapolis, Indiana
Church Divinity School of the Pacific, Berkeley, California
(Claremont) School of Theology, Claremont, California
N11.1

Colgate Rochester Divinity School, Rochester, New York
Columbia Theological Seminary, Decatur, Georgia
Concordia Seminary, St. Louis, Missouri
Concordia Theological Seminary, Springfield, Illinois *N4.6*
Conservative Baptist Theological Seminary, Denver, Colorado

Crozer Theological Seminary, Rochester, New York
Drew University Theological School, Madison, New Jersey
Duke University Divinity School, Durham, North Carolina
Eastern Baptist Theological Seminary, Philadelphia, Pennsylvania

Eden Theological Seminary, Webster Groves, Missouri
Emmanuel College of Victoria University, Toronto, Ont.,
Canada *N12.8*

Episcopal Theological School, Cambridge, Massachusetts
Episcopal Theological Seminary of the Southwest, Austin,
Texas

Evangelical Lutheran Theological Seminary, Columbus, Ohio
Evangelical Theological Seminary, Naperville, Illinois
Fuller Theological Seminary, Pasadena, California *N3.5,*
4.5, 11.3

Garrett Theological Seminary, Evanston, Illinois
General Theological Seminary, New York, N. Y. *N10.2*
(Gettysburg) Lutheran Theological Seminary, Gettysburg,
Pennsylvania

Golden Gate Baptist Theological Seminary, Mill Valley,
California *N1.1*

Gordon-Conwell Theological Seminary, Hamilton, Massachusetts

Goshen College Biblical Seminary, Goshen, Indiana *N4.7*
Graduate Theological Union, Berkeley, California

Hamma School of Theology, Springfield, Ohio
 Hartford Seminary Foundation, Hartford, Connecticut
 N10.1
 Harvard Divinity School, Cambridge, Massachusetts
 Howard University School of Religion, Washington, D.C.
 Iliff School of Theology, Denver, Colorado
 Interdenominational Theological Center, Atlanta, Georgia
 N11.4
 Knox College, Toronto, Ont., Canada *N5.3, 7.4, 9.2*
 Lancaster Theological Seminary, Lancaster, Pennsylvania
 Lexington Theological Seminary, Lexington, Kentucky
 Louisville Presbyterian Theological Seminary, Louisville,
 Kentucky
 Luther Theological Seminary, St. Paul, Minnesota
 Lutheran Theological Southern Seminary, Columbia, South
 Carolina
 Maryknoll Seminary, Maryknoll, New York *N9.1*
 McCormick Theological Seminary, Chicago, Illinois
 McGill University Faculty of Religious Studies, Montreal,
 P.Q., Canada *N1.1*
 McMaster Divinity College, Hamilton, Ont., Canada
 Meadville Theological School, Chicago, Illinois *N9.2, 11.1*
 Mennonite Biblical Seminary, Elkhart, Indiana
 Methodist Theological School in Ohio, Delaware, Ohio *N6.3*
 Midwestern Baptist Theological Seminary, Kansas City,
 Missouri
 Moravian Theological Seminary, Bethlehem, Pennsylvania
 N9.2
 Nashotah House, Nashotah, Wisconsin *N9.1*
 Nazarene Theological Seminary, Kansas City, Missouri
 N4.7
 New Brunswick Theological Seminary, New Brunswick,
 New Jersey
 New Orleans Baptist Theological Seminary, New Orleans,
 Louisiana *N6.3, 10.3*
 New York Theological Seminary, New York, N. Y. *N9.2*
 Status under review. School undergoing process of
 redefining its program.

North American Baptist Seminary, Sioux Falls, South
 Dakota *N3.2, 4.5, 4.7*
 Northern Baptist Theological Seminary, Oak Brook, Illinois
 North Park Theological Seminary, Chicago, Illinois
 Northwestern Lutheran Theological Seminary, Minneapolis,
 Minnesota
 Pacific Lutheran Theological Seminary, Berkeley, California
N4.5, 6.2, 9.1
 Pacific School of Religion, Berkeley, California
 Perkins School of Theology of Southern Methodist Univer-
 sity, Dallas, Texas
 (Philadelphia) Divinity School of the Protestant Episcopal
 Church, Philadelphia, Pennsylvania
 (Philadelphia) Lutheran Theological Seminary, Philadel-
 phia, Pennsylvania *N7.1, 9.1*
 Phillips University Graduate Seminary, Enid, Oklahoma
 Pittsburgh Theological Seminary, Pittsburgh, Pennsylvania
 Pontifical College Josephinum, Worthington, Ohio
 Presbyterian School of Christian Education, Richmond,
 Virginia *N1.5*
 Princeton Theological Seminary, Princeton, New Jersey
 Regis College, Willowdale, Ont., Canada
 St. Bernard's Seminary, Rochester, New York
 St. Charles Borromeo Seminary, Overbrook, Pennsylvania
N3.3, 4.3
 St. John's Seminary, Brighton, Massachusetts
 St. John's University School of Divinity, Collegeville, Min-
 nesota
 St. Louis University School of Divinity, St. Louis, Missouri
N3.3, 4.5, 7.1, 9.1 Provisional until December 1972
 St. Mary Seminary, Cleveland, Ohio *N9.1, 11.6*
 St. Meinrad School of Theology, St. Meinrad, Indiana
 Saint Paul School of Theology Methodist, Kansas City,
 Missouri
 St. Thomas Theological Seminary, Denver, Colorado
 San Francisco Theological Seminary, San Anselmo, Cali-
 fornia
 Seabury-Western Theological Seminary, Evanston, Illinois

Seventh-day Adventist Theological Seminary of Andrews
University, Berrien Springs, Michigan *N4.7*

Southeastern Baptist Theological Seminary, Wake Forest,
North Carolina

Southern Baptist Theological Seminary, Louisville, Ken-
tucky

Southwestern Baptist Theological Seminary, Fort Worth,
Texas

Trinity College Faculty of Divinity, Toronto, Ont., Canada
N9.1, 9.2, 9.3, 12.8

Union Theological Seminary, New York, N.Y.

Union Theological Seminary in Virginia, Richmond, Vir-
ginia

United Theological Seminary, Dayton, Ohio

United Theological Seminary of the Twin Cities, New
Brighton, Minnesota *N11.6*

University of Chicago Divinity School, Chicago, Illinois
N2.1, 11.1

University of Dubuque Theological Seminary, Dubuque,
Iowa

University of the South School of Theology, Sewanee, Ten-
nessee

Vanderbilt University Divinity School, Nashville, Tennessee
(Virginia) Protestant Episcopal Theological Seminary in
Virginia, Alexandria, Virginia

Wartburg Theological Seminary, Dubuque, Iowa

Wesley Theological Seminary, Washington, D.C.

Western Theological Seminary, Holland, Michigan

Weston College School of Theology, Cambridge, Massa-
chusetts

Woodstock College, New York, New York

Yale University Divinity School, New Haven, Connecticut

ASSOCIATE MEMBERS

Associate members are those institutions in the United States and Canada, which, although not accredited, have met the conditions prescribed by the Association, have been proposed for associate membership by the Executive Committee, and have been elected by the Association. Those conditions are listed on pp. 3 (see *Bulletin 29*).

The letter "N" appended to the name and address of an institution with a number following refers to a notation for the meaning of which the list on pp. 32-33 may be consulted.

The list of associate members of the American Association of Theological Schools, as of December, 1970, is as follows:

*Qualified for "Preaccreditation Category" with H.E.W.

Acadia Divinity College of Acadia University, Wolfville, N.S., Canada N3.2

Anglican Theological College of British Columbia, Vancouver, B.C., Canada N2.1, 3.1

Bangor Theological Seminary, Bangor, Maine N3.3

Baptist Missionary Association Theological Seminary, Jacksonville, Texas N3.1

*Bellarmine School of Theology, Chicago, Illinois

Catholic Seminary Foundation of Indianapolis (formerly St. Maur's), Indiana N3.1

*Catholic Theological Union, Chicago, Illinois

Catholic University of America School of Theology, Washington, D. C.

Earlham School of Religion, Richmond, Indiana

Emmanuel School of Religion, Milligan College, Tennessee

Erschine Theological Seminary, Due West, South Carolina

Evangelical Congregational School of Theology, Myerstown, Pennsylvania N3.1

Evangelical Seminary of Puerto Rico, San Juan, Puerto Rico

Hebrew Union College-Jewish Institute of Religion, Cincinnati, Ohio; Los Angeles, California; New York, New York; Jerusalem, Israel

Holy Cross Orthodox Theological School, Brookline, Massachusetts

Hood Theological Seminary, Salisbury, North Carolina N3.2

Huron College Faculty of Theology, London, Ont., Canada N2.1, 3.1

Immaculate Conception Seminary, Darlington, New Jersey
Immaculate Conception Seminary School of Theology, Con-
ception, Missouri

*Jesuit School of Theology at Berkeley (formerly Alma Col-
lege, Los Gatos), California

Kenrick Seminary, St. Louis, Missouri

Lincoln Christian Seminary, Lincoln, Illinois

Lutheran Theological Seminary, Saskatoon, Sask., Canada

*Mary Immaculate Seminary, Northampton, Pennsylvania

*Memphis Theological Seminary, Memphis, Tennessee

Mennonite Brethren Biblical Seminary, Fresno, California

Missouri School of Religion, Columbia, Missouri N2.1

Mount Angel Seminary, St. Benedict, Oregon

*Mount Saint Alphonsus Seminary, Esopus, New York

*Mt. St. Mary's Seminary of the West, Cincinnati, Ohio

Notre Dame Seminary, New Orleans, Louisiana

Oblate College of the Southwest, San Antonio, Texas

Payne Theological Seminary, Wilberforce, Ohio N2.1

Pine Hill Divinity Hall, Halifax, N.S., Canada

Pope John XXIII National Seminary, Weston, Massa-
chusetts N3.2

Queen's Theological College, Kingston, Ont., Canada

Reformed Theological Seminary, Jackson, Mississippi

St. Augustine's Seminary, Scarborough, Ont., Canada

*St. Francis Seminary, Loretto, Pennsylvania

St. Francis Seminary, Milwaukee, Wisconsin

St. John's Provincial Seminary, Plymouth, Michigan

St. John's Seminary, Camarillo, California N5.2

St. John Vianney Seminary, East Aurora, New York N3.1

St. Joseph's Seminary, Dunwoodie, Yonkers, New York

St. Leonard College, Dayton, Ohio

*St. Mary of the Lake Seminary, Mundelein, Illinois

*St. Mary's Seminary and University, School of Theology,
Baltimore, Maryland

*St. Patrick's Seminary—Theologate, Menlo Park, California

St. Paul Seminary, St. Paul, Minnesota

St. Stephen's College, Edmonton, Alta., Canada *N2.1, 3.1*

St. Vincent Seminary, Latrobe, Pennsylvania

*St. Vladimir's Orthodox Theological Seminary, Crestwood, New York

Seminario Episcopal del Caribe, Carolina, Puerto Rico *N3.3*

Seminary of Our Lady of Angels, Albany, New York

Seminary of St. Vincent de Paul, Boynton Beach, Florida

Seminary of the Immaculate Conception, Huntington, New York

Starr King School for the Ministry, Berkeley, California

Sulpician Seminary of the Northwest, Kenmore, Washington

Swedenborg School of Religion, Newton, Massachusetts
N2.1

Talbot Theological Seminary, LaMirada, California

Toronto School of Theology, Toronto, Ont., Canada

Trinity Evangelical Divinity School, Deerfield, Illinois

Union College of British Columbia, Vancouver, B.C., Canada
N3.1

*University of St. Michael's College Faculty of Theology, Toronto, Ont., Canada

University of St. Thomas School of Theology, Houston, Texas

University of Winnipeg Faculty of Theology, Winnipeg, Man., Canada *N2.1*

*Virginia Union University School of Theology, Richmond, Virginia

*Washington Theological Coalition, Silver Spring, Maryland

Waterloo Lutheran Seminary, Waterloo, Ont., Canada

Western Evangelical Seminary, Portland, Oregon

Winebrenner Theological Seminary, Findlay, Ohio *N2.1*

Wycliff College, Toronto, Ont., Canada *N3.2*

American Association of Theological Schools in the U.S. and Canada

Membership List

ACCREDITED MEMBERS

Accredited members are those schools recommended by the Commission on Accrediting after due examination of their academic standards in the light of the Association's standards for accrediting and elected by the Association.

The letter "N" appended to the name and address of an institution with a number following refers to a notation for the meaning of which the list on pp. 34-38 may be consulted (see *Bulletin* 29).

The list of accredited seminaries is subject to change semiannually. The accredited members of the American Association of Theological Schools, as of June, 1971, are as follows:

American Baptist Seminary of the West:

Berkeley, California campus

Covina, California campus

Anderson College School of Theology, Anderson, Indiana
N6.3, 9.2

Andover Newton Theological School, Newton Centre, Massachusetts

Aquinas Institute School of Theology, Dubuque, Iowa *N10.1, 11.1, 12.1, 12.8*

Asbury Theological Seminary, Wilmore, Kentucky

Ashland Theological Seminary, Ashland, Ohio *N1.6, 3.3, 4.2*
Provisional until December 1971

Austin Presbyterian Theological Seminary, Austin, Texas

Berkeley Divinity School, New Haven, Connecticut

Bethany Theological Seminary, Oak Brook, Illinois

Bethel Theological Seminary, St. Paul, Minnesota

Bexley Hall, Rochester, New York

Boston University School of Theology, Boston, Massachusetts *N10.3*

Brite Divinity School of Texas Christian University, Fort Worth, Texas

Calvin Theological Seminary, Grand Rapids, Michigan *N5.3, 9.3*

Candler School of Theology of Emory University, Atlanta, Georgia

Central Baptist Theological Seminary, Kansas City, Kansas

(Chicago) Lutheran School of Theology at Chicago, Illinois
 Chicago Theological Seminary, Chicago, Illinois
 Christian Theological Seminary, Indianapolis, Indiana
 Church Divinity School of the Pacific, Berkeley, California
 (Claremont) School of Theology, Claremont, California
 Colgate Rochester Divinity School, Rochester, New York
 Columbia Theological Seminary, Decatur, Georgia
 Concordia Seminary, St. Louis, Missouri
 Concordia Theological Seminary, Springfield, Illinois *N4.6*
 Conservative Baptist Theological Seminary, Denver, Colorado
 Crozer Theological Seminary, Rochester, New York
 Drew University Theological School, Madison, New Jersey
 Duke University Divinity School, Durham, North Carolina
 Eastern Baptist Theological Seminary, Philadelphia, Pennsylvania
 Eden Theological Seminary, Webster Groves, Missouri
 Emmanuel College of Victoria University, Toronto, Ont., Canada
 Episcopal Theological School, Cambridge, Massachusetts
 Episcopal Theological Seminary of the Southwest, Austin, Texas
 Evangelical Lutheran Theological Seminary, Columbus, Ohio
 Evangelical Theological Seminary, Naperville, Illinois
 Fuller Theological Seminary, Pasadena, California *N3.5, 4.5, 11.3*
 Garrett Theological Seminary, Evanston, Illinois
 General Theological Seminary, New York, N. Y. *N10.2*
 (Gettysburg) Lutheran Theological Seminary, Gettysburg, Pennsylvania
 Golden Gate Baptist Theological Seminary, Mill Valley, California *N1.1*
 Gordon-Conwell Theological Seminary, Hamilton, Massachusetts
 Goshen College Biblical Seminary, Goshen, Indiana *N4.7*
 Graduate Theological Union, Berkeley, California
 Hama School of Theology, Springfield, Ohio

Hartford Seminary Foundation, Hartford, Connecticut
N10.1
 Harvard Divinity School, Cambridge, Massachusetts
 Howard University School of Religion, Washington, D.C.
 Iliff School of Theology, Denver, Colorado
 Interdenominational Theological Center, Atlanta, Georgia
N11.4
 Jesuit School of Theology at Berkeley, California *N5.1*
 Knox College, Toronto, Ont., Canada *N5.3, 7.4, 9.2*
 Lancaster Theological Seminary, Lancaster, Pennsylvania
 Lexington Theological Seminary, Lexington, Kentucky
 Louisville Presbyterian Theological Seminary, Louisville,
 Kentucky
 Luther Theological Seminary, St. Paul, Minnesota
 Lutheran Theological Southern Seminary, Columbia, South
 Carolina
 Mary Immaculate Seminary, Northampton, Pennsylvania
N5.1, 11.6, 11.7
 Maryknoll Seminary, Maryknoll, New York *N9.1*
 McCormick Theological Seminary, Chicago, Illinois
 McGill University Faculty of Religious Studies, Montreal,
 P.Q., Canada *N1.1*
 McMaster Divinity College, Hamilton, Ont., Canada
 Meadville Theological School, Chicago, Illinois *N11.1*
 Mennonite Biblical Seminary, Elkhart, Indiana
 Methodist Theological School in Ohio, Delaware, Ohio *N6.3*
 Midwestern Baptist Theological Seminary, Kansas City,
 Missouri
 Moravian Theological Seminary, Bethlehem, Pennsylvania
N9.2
 Nashotah House, Nashotah, Wisconsin *N9.1*
 Nazarene Theological Seminary, Kansas City, Missouri
N4.7
 New Brunswick Theological Seminary, New Brunswick,
 New Jersey
 New Orleans Baptist Theological Seminary, New Orleans,
 Louisiana *N6.3, 10.3*

New York Theological Seminary, New York, N.Y. *N4.1, 9.2*
Status under review. First degree no longer offered.
 School undergoing process of redefinition of program.
 North American Baptist Seminary, Sioux Falls, South
 Dakota *N4.5, 4.7*
 Northern Baptist Theological Seminary, Oak Brook, Illinois
 North Park Theological Seminary, Chicago, Illinois
 Northwestern Lutheran Theological Seminary, Minneapolis,
 Minnesota
 Pacific Lutheran Theological Seminary, Berkeley, California
N4.5, 6.2, 9.1
 Pacific School of Religion, Berkeley, California
 Perkins School of Theology of Southern Methodist Univer-
 sity, Dallas, Texas *N10.3*
 (Philadelphia) Divinity School of the Protestant Episcopal
 Church, Philadelphia, Pennsylvania
 (Philadelphia) Lutheran Theological Seminary, Philadel-
 phia, Pennsylvania *N7.1, 9.1* (building)
 Phillips University Graduate Seminary, Enid, Oklahoma
 Pittsburgh Theological Seminary, Pittsburgh, Pennsylvania
 Pontifical College Josephinum, Worthington, Ohio
 Presbyterian School of Christian Education, Richmond,
 Virginia *N1.5*
 Princeton Theological Seminary, Princeton, New Jersey
 Regis College, Willowdale, Ont., Canada
 St. Bernard's Seminary, Rochester, New York
 St. Charles Borromeo Seminary, Overbrook, Pennsylvania
N3.3, 4.3
 St. John's Seminary, Brighton, Massachusetts
 St. John's University School of Divinity, Collegeville, Min-
 nesota
 St. Louis University School of Divinity, St. Louis, Missouri
N3.3, 4.5, 7.1, 9.1 Provisional until December 1972
 St. Mary Seminary, Cleveland, Ohio *N9.1, 11.6*
 St. Mary's Seminary and University, School of Theology,
 Baltimore, Maryland
 St. Meinrad School of Theology, St. Meinrad, Indiana
 St. Patrick's Seminary Theologate, Menlo Park, California

Saint Paul School of Theology Methodist, Kansas City,
 Missouri
 St. Thomas Theological Seminary, Denver, Colorado
 San Francisco Theological Seminary, San Anselmo, Cali-
 fornia
 Seabury-Western Theological Seminary, Evanston, Illinois
 Seventh-day Adventist Theological Seminary of Andrews
 University, Berrien Springs, Michigan *N4.7*
 Southeastern Baptist Theological Seminary, Wake Forest,
 North Carolina
 Southern Baptist Theological Seminary, Louisville, Ken-
 tucky
 Southwestern Baptist Theological Seminary, Fort Worth,
 Texas
 Trinity College Faculty of Divinity, Toronto, Ont., Canada
N9.1, 9.2, 9.3, 12.8
 Union Theological Seminary, New York, N.Y.
 Union Theological Seminary in Virginia, Richmond, Vir-
 ginia
 United Theological Seminary, Dayton, Ohio
 United Theological Seminary of the Twin Cities, New
 Brighton, Minnesota *N11.6*
 University of Chicago Divinity School, Chicago, Illinois
 University of Dubuque Theological Seminary, Dubuque,
 Iowa
 University of the South School of Theology, Sewanee, Ten-
 nessee
 Vanderbilt University Divinity School, Nashville, Tennessee
 (Virginia) Protestant Episcopal Theological Seminary in
 Virginia, Alexandria, Virginia
 Virginia Union University School of Theology, Richmond,
 Virginia *N4.1, 4.2, 4.3, 7.3*. Provisional until June 1973
 as a participating member of the Richmond Theological
 Center.
 Wartburg Theological Seminary, Dubuque, Iowa
 Wesley Theological Seminary, Washington, D.C.
 Western Theological Seminary, Holland, Michigan
 Weston College School of Theology, Cambridge, Massa-
 chusetts
 Woodstock College, New York, New York
 Yale University Divinity School, New Haven, Connecticut

ASSOCIATE MEMBERS

Associate members are those institutions in the United States and Canada, which, although not accredited, have met the conditions prescribed by the Association, have been proposed for associate membership by the Executive Committee, and have been elected by the Association. Those conditions are listed on p. 3 (see *Bulletin* 29).

The letter "N" appended to the name and address of an institution with a number following refers to a notation for the meaning of which the list on pp. 32-33 may be consulted.

The list of associate members of the American Association of Theological Schools, as of June, 1971, is as follows:

*Qualified for "Preaccreditation Category" with H.E.W.

Acadia Divinity College of Acadia University, Wolfville,
N.S., Canada N3.2

Bangor Theological Seminary, Bangor, Maine N3.3

Baptist Missionary Association Theological Seminary, Jack-
sonville, Texas N3.1

*Bellarmino School of Theology, Chicago, Illinois

Catholic Seminary Foundation of Indianapolis, Indiana
N3.1

*Catholic Theological Union, Chicago, Illinois

Catholic University of America School of Theology, Wash-
ington, D. C.

Earlham School of Religion, Richmond, Indiana

Eastern Mennonite Seminary, Harrisonburg, Virginia

Emmanuel School of Religion, Milligan College, Tennessee

Ersikine Theological Seminary, Due West, South Carolina

Evangelical Congregational School of Theology, Myerstown,
Pennsylvania N3.1

Evangelical Seminary of Puerto Rico, San Juan, Puerto Rico

*Hebrew Union College-Jewish Institute of Religion, Cin-
cinnati, Ohio; Los Angeles, California; New York,
New York; Jerusalem, Israel

*Holy Cross Orthodox Theological School, Brookline, Mas-
sachusetts

Hood Theological Seminary, Salisbury, North Carolina
N3.2

Huron College Faculty of Theology, London, Ont., Canada
N2.1, 3.1

Immaculate Conception Seminary, Darlington, New Jersey

Immaculate Conception Seminary School of Theology, Conception, Missouri

*Kenrick Seminary, St. Louis, Missouri

Lincoln Christian Seminary, Lincoln, Illinois

Lutheran Theological Seminary, Saskatoon, Sask., Canada

*Memphis Theological Seminary, Memphis, Tennessee

Mennonite Brethren Biblical Seminary, Fresno, California

Missouri School of Religion, Columbia, Missouri *N2.1*

Mount Angel Seminary, St. Benedict, Oregon

*Mount Saint Alphonsus Seminary, Esopus, New York

*Mt. St. Mary's Seminary of the West, Cincinnati, Ohio

Newman Theological College, Edmonton, Alta., Canada

Notre Dame Seminary, New Orleans, Louisiana

Oblate College of the Southwest, San Antonio, Texas

Payne Theological Seminary, Wilberforce, Ohio *N2.1*

Pine Hill Divinity Hall, Halifax, N.S., Canada

Pope John XXIII National Seminary, Weston, Massachusetts *N3.2*

Queen's Theological College, Kingston, Ont., Canada

Reformed Theological Seminary, Jackson, Mississippi

St. Augustine's Seminary, Scarborough, Ont., Canada

*St. Francis Seminary, Loretto, Pennsylvania

St. Francis Seminary, Milwaukee, Wisconsin

St. John's Provincial Seminary, Plymouth, Michigan

St. John's Seminary, Camarillo, California *N5.2*

St. John Vianney Seminary, East Aurora, New York

*St. Joseph's Seminary, Dunwoodie, Yonkers, New York

St. Leonard College, Dayton, Ohio

*St. Mary of the Lake Seminary, Mundelein, Illinois

*St. Paul Seminary, St. Paul, Minnesota

St. Stephen's College, Edmonton, Alta., Canada *N2.1, 3.1*

*St. Vincent Seminary, Latrobe, Pennsylvania

*St. Vladimir's Orthodox Theological Seminary, Crestwood,
New York

Seminario Episcopal del Caribe, Carolina, Puerto Rico N3.3

*Seminary of Our Lady of Angels, Albany, New York

Seminary of St. Vincent de Paul, Boynton Beach, Florida

Seminary of the Immaculate Conception, Huntington,
New York

SS. Cyril & Methodius Seminary, Orchard Lake, Michigan

Starr King School for the Ministry, Berkeley, California

Sulpician Seminary of the Northwest, Kenmore, Washington

Swedenborg School of Religion, Newton, Massachusetts
N2.1

Talbot Theological Seminary, LaMirada, California

Toronto School of Theology, Toronto, Ont., Canada

*Trinity Evangelical Divinity School, Deerfield, Illinois

*University of St. Michael's College Faculty of Theology,
Toronto, Ont., Canada

University of St. Thomas School of Theology, Houston,
Texas

University of Winnipeg Faculty of Theology, Winnipeg,
Man., Canada N2.1

Vancouver School of Theology, Vancouver, B.C., Canada
(formerly Anglican Theological College and Union
College of B.C.)

*Washington Theological Coalition, Silver Spring, Maryland

Waterloo Lutheran Seminary, Waterloo, Ont., Canada

Western Evangelical Seminary, Portland, Oregon

Winebrenner Theological Seminary, Findlay, Ohio N2.1

Wycliff College, Toronto, Ont., Canada N3.2

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